

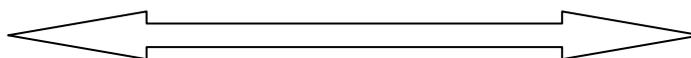
**English Language Arts
(ELA)**

NYSAA Frameworks

High School

Required Component 1—Key Idea: Reading**Choice Component 1— Standard 1: Students will read, write, listen, and speak for information and understanding.**

ELA Core Curriculum (2005)	Grade-Specific Performance Indicators	Essence of Indicators
Pg. 66	<ul style="list-style-type: none"> • Locate and use school and public library resources for information and research <ul style="list-style-type: none"> - define a purpose for reading by asking questions about what they need to know for their research • Use specialized reference sources, such as glossaries and directories • Read and follow written, complex directions and procedures to solve problems and accomplish tasks <ul style="list-style-type: none"> - demonstrate task awareness by employing flexible strategies • Skim texts to gain an overall impression and scan texts for particular information <ul style="list-style-type: none"> - focus on key words and phrases to generate research questions • Recognize the defining features and structures of informational texts • Interpret and evaluate data, facts, and ideas in informational texts, such as national newspapers, online and electronic databases, and websites • Identify and evaluate the validity of informational sources, with assistance • Distinguish a verifiable statement from hypothesis, and assumption and facts from opinion, with assistance • Analyze information from different sources by making connections and showing relationships to other texts, such as biographies and autobiographies <ul style="list-style-type: none"> - employ a range of post-reading practices 	<ul style="list-style-type: none"> • Locate and use school and public library resources for information and research • Read to collect facts and ideas from multiple sources and interpret data • Demonstrate ability to compare and contrast information from a variety of different sources and begin to analyze this information • Identify main ideas and supporting details in informational texts

Required Component 1—Key Idea: Reading**Choice Component 1— Standard 1: Students will read, write, listen, and speak for information and understanding.****ALTERNATE GRADE LEVEL INDICATORS (AGLIs)****POSSIBLE ENTRY POINTS for Reading-Standard 1****Less Complex****More Complex**

The student will:

- use the school library and/or public library resources to identify a resource with information on a topic (11101)
- attend to or read to collect facts and/or ideas about a single topic (11107)
- attend to or read text to distinguish facts from opinions (11103)
- attend to or read to distinguish the relevant from the irrelevant facts and/or ideas (11104)
- attend to or read to distinguish similar (same) and dissimilar (different) information from a variety of sources about the same topic (11108)
- use text features (e.g., book titles, chapter titles, headings, subtitles, etc.) to find information (11109)

The student will:

- use the school library or public library resources to acquire information (11201)
- identify the best library resource to use to collect facts and/or ideas about a given topic (11209)
- compare and/or contrast information from multiple sources (11203)
- identify statements of fact and/or opinion (11204)
- identify relevant facts and/or data to support given topic (11210)
- draw conclusions based on explicit and/or implicit information (11206)
- interpret information using strategies (11207)
- recognize information that is implied (11208)

The student will:

- use multiple resources in the school and/or public library resources to acquire information and/or research (11306)
- interpret facts, data, and/or ideas gathered from libraries' multiple resources (11302)
- review research data, explicit and/or implicit, and draw conclusions (11307)
- develop opinions based on information (11304)
- support opinions with relevant information (11305)

Required Component 1—Key Idea: Reading**Choice Component 1— Standard 1: Students will read, write, listen, and speak for information and understanding.****SAMPLE ASSESSMENT TASKS (SATs)**

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT11101A	The student will use the school library computer to locate the call number of a book about a topic. (e.g., animals, space, NASCAR, etc.)	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when using the school library computer, detailing steps student took in finding call number including call number and title of book
SAT11101B	The student will use the periodical section of the school or public library to identify a local newspaper as a resource with information on a specific topic in the community. (e.g., jobs, cultural events, recreation, etc.)	<ul style="list-style-type: none"> Video tape of the student using the periodical section of the library to gather information about the topic
SAT11101C	The student will use the electronic communication, search engines, etc. in the classroom or school library to acquire information on a specific topic.	<ul style="list-style-type: none"> Student work product of the information that the student located using the electronic communication, search engines, etc. based on his/her topic
SAT11103	The student will attend to a newspaper editorial and distinguish the facts from the opinions in the article.	<ul style="list-style-type: none"> Student work product of the article with facts highlighted in yellow and opinions highlighted in green
SAT11104	The student will attend to a text about jobs in the community during a reading response activity to distinguish relevant from irrelevant ideas and/or facts.	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when distinguishing relevant from irrelevant ideas and/or facts, detailing the student's selection of a topic and separation of relevant and irrelevant facts and/or ideas
SAT11107A	Student will attend to or read to collect facts and/or ideas about a topic from various texts.	<ul style="list-style-type: none"> Student work product showing pictures of facts or ideas that were reviewed in the text that the student read or attended to and those that the student chose to make a "facts page" about the topic
SAT11107B	The student will read or attend to local newspapers, bulletin boards, brochures and the Internet to collect facts or ideas about topics of interest in the community. (e.g., jobs, clothing or food sales, etc.)	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student indicating a topic of interest and then attending to the text, article, etc. and stamping the facts or ideas presented in the text, article, etc.

SAT11107C	The student will read a biography to collect facts and ideas about the individual's life.	<ul style="list-style-type: none"> • Student work product of a graphic organizer with the biography's title indicated and separate columns; one listing or otherwise indicating facts from the biography and one listing or otherwise indicating ideas from the biography
SAT11109A	The student will use text features to find the section and page number in the newspaper where entertainment information can be found and using section or page numbers to locate that information.	<ul style="list-style-type: none"> • Video tape of the student reviewing the newspaper's table of contents, locating the section and page number for the entertainment section and finding that section in the paper
SAT11109B	The student will use different text features to find information by distinguishing between the text features and using them to locate information. (e.g., locates title of newspaper and tells where paper is printed, etc.)	<ul style="list-style-type: none"> • Sequenced, captioned, dated photographs of the student identifying the text features and using the features to provide simple information (i.e. locate table of content to determine what page a given chapter starts on)
SAT11201A	The student will use the reference section in the school or public library to acquire information about jobs, cultural events, recreation, etc. in the community.	<ul style="list-style-type: none"> • Data Collection Sheet recording student performance when using the school or public library reference section to acquire the information
SAT11201B	The student will use various electronic communication devices, search engines, etc. in the school or public library to acquire information about a specific topic.	<ul style="list-style-type: none"> • Student work product of the information that the student acquired about the topic with references, citations and/or notes indicating where the information came from
SAT11203	The student will compare and/or contrast information from local newspapers and the internet about a specific story about the community, using a Venn Diagram or other graphic organizer.	<ul style="list-style-type: none"> • Student work product of a graphic organizer that indicates a comparison stories, based on information acquired from both sources; and/or a contrast of differences of the two stories based on information acquired from both sources
SAT11204	The student will identify statements of fact about jobs in the community during a reading response activity by using a checklist or other strategy.	<ul style="list-style-type: none"> • Student work product of a checklist with statements of fact clearly marked about jobs in the community
SAT11210A	The student will identify relevant facts about jobs in the community during a reading response activity.	<ul style="list-style-type: none"> • Student work product of a checklist with relevant facts clearly marked
SAT11210B	The student will identify relevant data from text features (e.g., spreadsheet, graphs, charts, etc.) about jobs in the community during a reading response activity.	<ul style="list-style-type: none"> • Student work product of the text features with relevant data clearly marked
SAT11210C	The student will identify relevant facts and/or data from a text that relates to a given topic when given a set of related and unrelated facts and/or data.	<ul style="list-style-type: none"> • Video tape of the student utilizing the word bank, item bank, data bank, etc. of related and unrelated facts and/or data and choosing the fact(s) and/or data that relate to the relevant facts or data in the topic

SAT11206	The student will draw conclusions based on explicit and/or implicit facts or data gathered on a checklist about a topic. (e.g., jobs in the community, global citizenship, higher education, recreation, etc.)	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when drawing conclusions, including data/facts, resource titles, and the conclusions that the student has drawn
SAT11207	The student will interpret information by drawing logical or reasonable conclusions from various facts within multiple sources.	<ul style="list-style-type: none"> Video tape of the student looking at, reading, reviewing, etc. various facts and interpreting it by drawing a conclusion(s)
SAT11306A	The student will use the reference section in the school library and the internet to acquire information on careers in the field of Arts and Humanities or any field of interest to the student.	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when using the reference section and internet detailing the student's library search and information
SAT11306B	The student will use various texts in the reference section in the public library to research information on a topic chosen by the student.	<ul style="list-style-type: none"> Student work product of the information the student obtained from the library while researching a topic the student chose
SAT11307	The student will connect explicit and implicit research data about a topic to draw conclusions to make the best decisions. (e.g., what is a healthy diet, how much exercise should you do a day, how to reduce risk of heart attack/cancer, etc.)	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student reviewing research data and indicating a conclusion about the topic
SAT11304	The student will develop opinions based on information about various topics (e.g., jobs in the community, recreation, culture, etc.) found in the reference section (e.g., Internet, newspapers, etc.) of the school library.	<ul style="list-style-type: none"> Student work product showing the student's opinions and supporting information from sources (e.g., local newspapers, Internet, etc.)

Required Component 1—Key Idea: Reading**Choice Component 2— Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.**

ELA Core Curriculum (2005)	Grade-Specific Performance Indicators	Essence of Indicators
Pg. 67	<ul style="list-style-type: none"> • Form opinions and make judgments about the accuracy of information and personal texts • Generate a list of significant questions to assist with analysis of text • Analyze and evaluate nonfiction texts <ul style="list-style-type: none"> - determine the significance and reliability of information - focus on key words/phrases that signal that the text is heading in a particular direction • Analyze and evaluate poetry to recognize the use and effect of <ul style="list-style-type: none"> - rhythm, rhyme, and sound pattern - repetition - differences between language of the poem and everyday language of readers • Engage in oral reading activities, such as read-arounds, to identify and provide effective examples of poetic elements • Analyze and evaluate fiction, including <ul style="list-style-type: none"> - the development of a central idea or theme - the development of characters and their actions - the elements of the plot, such as conflict, climax, and resolution - the significance of the title • Form opinions and make judgments about literary works, by analyzing and evaluating texts from a critical perspective • Select, reject, and reconcile ideas and information in light of prior knowledge and experiences 	<ul style="list-style-type: none"> • Evaluate the validity and accuracy of information • Form opinions and make judgments about literary works

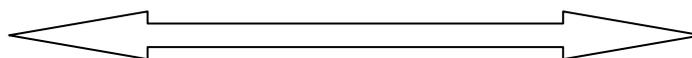
Required Component 1—Key Idea: Reading

Choice Component 2— Standard 3: Students will read, write, listen, and speak for **critical analysis and evaluation.**

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

POSSIBLE ENTRY POINTS for Reading-Standard 3

Less Complex



More Complex

The student will:

- attend to or read to identify main ideas and/or supporting ideas (13106)
- attend to or read to determine whether supporting details justify a positive evaluation of the main idea (13107)
- attend to or read to compare related information to help determine validity (13103)
- recognize personal criteria or opinion about a literary work (13108)
- use personal criteria to evaluate the quality of literary works (13105)

The student will:

- recognize a strategy to determine validity and/or accuracy of information (e.g., adequate support, comparison/contrast similar texts, data or personal experience, author's purpose, different perspectives, etc.) (13205)
- use research resources to check reliability of sources of informational texts (13202)
- use established criteria to evaluate literary works (13203)
- indicate a personal opinion about a literary work based on personal criteria (13206)

The student will:

- use strategies to determine validity and/or accuracy of information (e.g., adequate support, comparison/ contrast similar texts, data or personal experience, author's purpose, different perspectives, reliability of sources, etc.) (13304)
- use personal and/or established criteria to evaluate quality of literary works (13302)
- indicate opinions about literary works based on established criteria (13305)

Required Component 1—Key Idea: Reading**Choice Component 2— Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.****SAMPLE ASSESSMENT TASKS (SATs)**

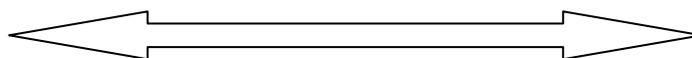
Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT13106A	The student will attend to identify main ideas about specific topics. (e.g., jobs in the community, recreation, cultural events, educational opportunities, transportation, etc.)	<ul style="list-style-type: none"> Video tape of the student separating statements and/or pictures that represent a main idea from a text attended to or read that do not relate to the main idea
SAT13106B	The student will attend to identify main idea and/or supporting ideas about specific topics. (e.g., jobs in the community, recreation, cultural events, educational opportunities, transportation, etc.)	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when attending to the reading of a text and identifying the main idea and/or supporting ideas from three different sentence strips of answers that include one correct answer and two unrelated answers or only partially correct
SAT13107A	The student will indicate whether the details of an informational text support the main idea after attending to or reading the text.	<ul style="list-style-type: none"> Video tape of the student attending to an informational text and indicating whether the details make a positive, negative or neutral argument for the main idea
SAT13107B	The student will attend to the movie or entertainment section of a newspaper or magazine to determine whether the text (e.g., comments, reviews, etc.) justifies a positive evaluation of a particular movie.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student attending to the sections of the newspaper and indicating whether the movie is considered a good one based on the reviews
SAT13107C	The student will read the movie or entertainment section of a newspaper or magazine to determine whether the text (e.g., comments, reviews, etc.) is convincing enough to select a particular movie to see.	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when reading a text and indicating what information provided by the reviewer has convinced them to select or not to select the movie
SAT13103	The student will determine the validity of statements related to sports by responding true or false after attending to a text and a movie about winter sports.	<ul style="list-style-type: none"> Video tape or audio tape of the student determining the validity of sports information from two sources by indicating true or false to a given statement
SAT13108	The student will recognize an opinion about a literary work by indicating his/her own opinion after reading or listening to a literary text. (e.g., reasons for liking or disliking work, text gave enough information on topic or not, etc.)	<ul style="list-style-type: none"> Student work product where the student indicates why he/she has an opinion about a literary work that the student has read or listened to

SAT13105	The student will use personal criteria through yes or no responses to evaluate the quality of literary works.	<ul style="list-style-type: none"> • Audio tape of the student answering each of the questions (such as: Did you like the illustrations? Was the book too long? Was the book easy to read? Did you like the characters? Did you like the topic? etc.) related to their personal criteria
SAT13205	The student will recognize a strategy to determine validity and/or accuracy by indicating which strategy is being used when presented with different examples of strategies.	<ul style="list-style-type: none"> • Sequenced, captioned, dated photographs of the student indicating that examples of multiple sets of resources match with adequate support; graphic organizer matches with the information; a personal experience matches with a comparison of information, etc.
SAT13203	The student will use a given list of established criteria to evaluate literary works.	<ul style="list-style-type: none"> • Student work product consisting of a list of criteria and the student's opinion about a piece of work based on responses to the how the literary work meets the criteria
SAT13206A	The student will name or select books that he/she has read or heard and will explain why he/she likes them.	<ul style="list-style-type: none"> • Video tape or audio tape of the student selecting two books and explaining or indicating that he/she liked them, for example, because they are both about animals
SAT13206B	The student will indicate an opinion using a set of personal criteria after reading or listening to a text.	<ul style="list-style-type: none"> • Student work product of the student's opinion about a text and completed checklist of student's personal criteria evaluating the literary text
SAT13304A	The student will use the strategy of comparing multiple texts by reading or listening to two texts written by different authors on the same topic and comparing the two works to determine validity and/or accuracy of the information.	<ul style="list-style-type: none"> • Student work product of a graphic organizer listing facts from the text and similar or conflicting information found in other texts and indicating whether information is valid and/or accurate
SAT13304B	The student will compare information found on educational and/or government-sponsored resources or websites to determine the validity of the information.	<ul style="list-style-type: none"> • Student work product of a graphic organizer or a check list showing a comparison of resources and indicating validity
SAT13305	The student will maintain a journal of titles, authors, comments and opinions about texts using established criteria.	<ul style="list-style-type: none"> • Student work product of a reading journal including a criteria checklist in which student records the title, author and his/her opinions about each book read and indicates the level of recommendation to others for reading the book

Required Component 2—Key Idea: Writing**Choice Component 1— Standard 1: Students will read, write, listen, and speak for information and understanding.**

ELA Core Curriculum (2005)	Grade-Specific Performance Indicators	Essence of Indicators
Pg. 68	<ul style="list-style-type: none"> • Use both primary and secondary sources of information for research • Select and limit topics for informational writing, with assistance • Analyze data and facts to communicate information • Take notes from written and oral texts, such as lectures and interviews • Use a range of organizational strategies to present information • Apply new information in different contexts and situations • Cite primary and secondary sources of information in bibliography and citations, using an approved style sheet • Define the meaning of and understand the consequences of plagiarism • Use paraphrase and quotation in order to communicate information most effectively • Use charts, graphs, or diagrams to illustrate informational text • Use the language of research, such as documentation, source, note, paraphrase, citation, and bibliography • Maintain a portfolio that includes informational writing 	<ul style="list-style-type: none"> • Take notes using a note-taking process • Write accurate and complete responses to questions about informational material • Identify an appropriate format for sharing information such as outlines and graphic organizers • Write clear, concise, and varied sentences that demonstrate a personal writing style and voice

Required Component 2—Key Idea: Writing**Choice Component 1— Standard 1: Students will read, write, listen, and speak for information and understanding.****ALTERNATE GRADE LEVEL INDICATORS (AGLIs)****POSSIBLE ENTRY POINTS for Writing-Standard 1****Less Complex****More Complex**

The student will:

- identify relevant and/or irrelevant ideas, facts, and/or data (21101)
- distinguish between relevant and irrelevant ideas, facts, and/or data (21108)
- connect supporting details to main idea (21109)
- convey answers to literal questions about explicit text (e.g., “who”, “what”, “where”, “when”, and/or “how”) (21110)
- create an organizer to compare facts and/or ideas (21104)
- take notes to record ideas, facts, and/or data (21105)
- create pictures, symbols, objects, etc. to communicate information (21106)
- summarize informational text in his/her own words (21111)

The student will:

- use the note-taking process to show the relationships among relevant ideas, facts, and/or data (21206)
- compose clear sentences to answer literal questions (e.g., “who”, “what”, “where”, “when”, “how”, and/or “why”) or to present information about explicit informational text (21207)
- use information to support answers to literal questions (21203)
- identify the most appropriate organizational format to share information (21208)
- share information about a comparison and/or contrast (21209)

The student will:

- take accurate notes using a note-taking process (21301)
- compose clear, concise, and complete sentences to answer literal questions (21304)
- compose clear, concise, and complete sentence to present information about informational text (21305)
- use appropriate formats for sharing information (e.g., outlines, graphic organizers, semantic webs, etc.) (21306)

Required Component 2—Key Idea: Writing
Choice Component 1— Standard 1: Students will read, write, listen, and speak for information and understanding.
SAMPLE ASSESSMENT TASKS (SATs)

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT21101	The student will identify relevant information by selecting cards with symbols, words, pictures, etc. representing data, facts, and/or ideas in a text and arrange them in a graphic organizer used for note-taking.	<ul style="list-style-type: none"> Student work product of a graphic organizer on which the student placed, glued, attached, etc. data, facts, and/or ideas relevant to the specific text
SAT21108	The student will distinguish relevant facts related to his/her life when given information about himself/herself and other people by sorting relevant (self) and irrelevant (other people) facts.	<ul style="list-style-type: none"> Video tape of the student identifying relevant cards and irrelevant cards and sorting them in two piles
SAT21109	The student will connect supporting details to a main idea found in an informational text about a given topic or topic of the student's choice using a semantic web to show the connection.	<ul style="list-style-type: none"> Student work product of a semantic web that shows the connection of the supporting details to the appropriate main idea
SAT21110	The student will answer who, what, where, when and how questions about explicit texts using cards, symbols, or pictures, etc.	<ul style="list-style-type: none"> Video tape of the student answering questions using cards, symbols or pictures to respond
SAT21104	The student will create a graphic organizer to compare facts and ideas by selecting the most appropriate graphic organizer from a set of choices.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student looking at the data that needs to go into a graphic organizer and then selecting the one that is most appropriate to compare the data from a set of different organizers
SAT21105	The student will take notes to record data about a given topic by using a series of manipulatives or at least three visual images. (e.g., symbols, photos, etc. can be used to indicate the data as notes)	<ul style="list-style-type: none"> Video tape of the student taking notes about data in a specific text(s) using symbols, photos, etc. as a response
SAT21106	The student will create a pictorial list of his/her favorite books to recommend by selecting pictures, symbols, objects, etc., representing each book from a set of possible choices.	<ul style="list-style-type: none"> Student work product of a list of "Favorite Books to Recommend" consisting of pictures or symbols pasted to the list of recommendations
SAT21111A	The student will summarize information from an informational text in his/her own words when given a set of sentence strips about a topic by selecting those strips he/she feels are appropriate.	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when selecting the sentence strips that appropriately summarize the informational text

SAT21111B	The student will summarize an informational text.	<ul style="list-style-type: none"> • Student work product indicating the choices that the student selected using a speech generating device that summarize the informational text in his/her own words
SAT21206A	The student will use the note-taking process to record data, facts, and/or ideas and will show the connection among them.	<ul style="list-style-type: none"> • Data Collection Sheet recording student performance when using the note-taking process to record data, facts, and/or ideas and showing the connection among them
SAT21206B	The student will record notes from an informational text in a semantic web to show a connection.	<ul style="list-style-type: none"> • Student work product of semantic web created by the student with facts and connection included
SAT21203	The student will use facts and data to support answers to literal questions about a topic. (e.g., jobs in the community, outer space, the rainforest, etc.)	<ul style="list-style-type: none"> • Student work product of answers to literal questions based on facts or statistics obtained from a resource that are placed next to, written next to, matched to, etc. the appropriate literal questions they support
SAT21209A	The student will share information about a comparison of information on a single topic.	<ul style="list-style-type: none"> • Video tape or audio tape of the student indicating their comparison by describing the specific similarities of information about a single topic
SAT21209B	The student will share information about a comparison or contrast of ideas in a text.	<ul style="list-style-type: none"> • Student work product of a completed graphic organizer with three details indicating a comparison of the ideas or information indicating a contrast or differences between ideas
SAT21301	The student will take accurate notes while following the note-taking process by providing the main ideas in a text or lecture, along with supporting information.	<ul style="list-style-type: none"> • Student work product of the student's notes on a written informational text or class lecture
SAT21304	The student will create clear, concise and complete sentences that answer questions about informational text.	<ul style="list-style-type: none"> • Audio tape of the student using his/her voice to create clear, concise, and complete sentences to answer questions about a text
SAT21306	The student will use an appropriate note-taking format for sharing information about a topic of interest to the student. (e.g., outline, graphic organizer, semantic web, etc.)	<ul style="list-style-type: none"> • Video tape of the student using an appropriate note-taking format to share information about a topic

Required Component 2—Key Idea: Writing
Choice Component 2— Standard 3: Students will read, write, listen, and speak for **critical analysis and evaluation.**

ELA Core Curriculum (2005)	Grade-Specific Performance Indicators	Essence of Indicators
Pg. 69	<ul style="list-style-type: none"> • State an opinion or present a judgment by developing a thesis and providing supporting evidence, arguments, and details • Analyze a variety of texts using resources such as knowledge from school subjects, readings, and personal experiences • Use strategies designed to influence or persuade in advertisements • Maintain a writing portfolio that includes writing for critical analysis and evaluation 	<ul style="list-style-type: none"> • State an opinion, predict possible outcomes, and present a hypothesis providing supporting evidence • Use strategies designed to influence or persuade in advertisements

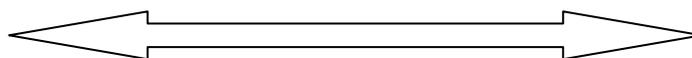
Required Component 2—Key Idea: Writing

Choice Component 2— Standard 3: Students will read, write, listen, and speak for **critical analysis and evaluation.**

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

POSSIBLE ENTRY POINTS for Writing-Standard 3

Less Complex



More Complex

The student will:

- make predictions about possible outcomes and explain reasoning using evidence (23107)
- compose a persuasive, expository, or descriptive piece, about one topic for a particular audience (23108)
- recognize the use of persuasion in our everyday lives (e.g., magazines, television, elections) (23103)
- share details to develop a description (23109)
- share details to develop exposition (23110)
- share facts to support an opinion (23111)

The student will:

- make a prediction about a possible outcome and provide supporting evidence (23206)
- indicate an opinion and provide supporting evidence for that opinion (23207)
- develop content for a presentation for a particular audience and/or purpose (23208)
- identify a persuasive technique used in editorials or advertising (23203)
- use another resource to check the validity of one fact or example in persuasive writing (23209)
- compose a persuasive, expository, or descriptive paragraph about a single topic for multiple audiences (23210)

The student will:

- compose a composition indicating an opinion, arguments for and against, and supporting evidence (23305)
- compose a composition predicting various possible outcomes and providing supporting evidence (23306)
- identify a hypothesis and it's supporting evidence (23307)
- describe persuasive techniques used in a simple ad, an editorial or other attempts to persuade (e.g., false cause, hasty generalization, plain folks, testimonials, etc.) (23308)

Required Component 2—Key Idea: Writing

Choice Component 2— Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.

SAMPLE ASSESSMENT TASKS (SATs)

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT23107A	The student will predict possible outcomes by selecting one reason for each prediction based on a topic presented weekly during the morning routine.	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when predicting possible outcomes by indicating one reason for the selections of words, pictures or symbols that represent the outcomes
SAT23107B	The student will make predictions about the possible outcomes that could result from tossing a nickel for several trials and indicating a reason for these outcomes.	<ul style="list-style-type: none"> Video tape or audio tape of the student making predictions based on the question or investigation posed and indicating a reason for the outcome by verbalizing, signing, etc.
SAT23107C	The student will predict the possible ending or outcomes using eye gaze to indicate the picture that best represents a possible outcome and a reason for the outcome after listening to a story until almost the end.	<ul style="list-style-type: none"> Video tape of the student selecting a prediction of a possible outcome and a relevant reason for the prediction provided in a picture or word card for a story
SAT23108A	The student will use pictures and/or symbols to create text that is descriptive about one topic for one audience.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student creating a descriptive text piece using the choices presented
SAT23108B	The student will compose a paragraph designed to persuade classmates to select the game he/she wants to play during recreation time.	<ul style="list-style-type: none"> Student work sample of a persuasive piece composed by the student
SAT23103	The student will recognize the use of persuasion by creating a picture display of persuasion used in our everyday lives.	<ul style="list-style-type: none"> Video tape of the student creating a picture display or selecting a collage of pictures as examples of persuasion
SAT23109	The student will share details that describe a person or thing such that another student can determine who or what he/she is talking about.	<ul style="list-style-type: none"> Video tape of the student sharing symbols or pictures to describe a person or thing to another student and indicating to the other student when he/she has identified the correct person or object
SAT23111	The student will share facts to support an opinion by collecting information from newspapers and/or magazines that represent and support the opinion.	<ul style="list-style-type: none"> Student work product showing the initial opinion and the facts the student located from various sources to support the opinion

SAT23206	The student will make a prediction about the outcome of a story and provide evidence from the story to support that outcome.	<ul style="list-style-type: none"> Student work product showing symbols, pictures, etc. to indicate the student's prediction and symbols, pictures, etc. representing actual evidence from the story to support the outcome
SAT23203A	The student will view an advertisement from a magazine or newspaper and identify three details that make the ad persuasive. (e.g., details: color, photographs or illustrations, specific words (SALE), etc.)	<ul style="list-style-type: none"> Video tape of the student identifying details within an advertisement by marking, circling, indicating, etc. three specific things in the ad that make it persuasive
SAT23203B	The student will identify a persuasive technique used in editorials by newspapers to persuade the public. (e.g., symbolism, exaggeration, analogy, irony, labeling, etc.)	<ul style="list-style-type: none"> Student work product of the editorial(s) with the specific words highlighted within the editorial that are used to persuade the public
SAT23209	The student will use another resource to check the validity of facts or examples in persuasive writing by interviewing a teacher or another adult about the information.	<ul style="list-style-type: none"> Video tape of the student interviewing a teacher or other adult about facts presented in a persuasive writing using the means most appropriate for the student (e.g., voice, speech generating device, signing, etc.)
SAT23305	The student will create a composition that contains an opinion and arguments for and against the opinion and provide support for that opinion.	<ul style="list-style-type: none"> Student work product of a student-created composition with all elements outlined using written, speech generated, etc. to make the specific points about the topic
SAT23307	The student will identify a hypothesis and the supporting evidence that goes with it by selecting each from a set of choice cards after reading or listening to information.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student selecting which cards indicate a hypothesis and then indicating which cards have information that provide supporting evidence for the selected hypothesis
SAT23308	The student will describe different persuasive techniques or other attempts to persuade in an editorial. (e.g., techniques: false cause, hasty generalization, plain folks, testimonials, etc.)	<ul style="list-style-type: none"> Student work product of a student-created paragraph that describes two different persuasive techniques and how they are generally used to persuade the public

Mathematics
NYSAA Frameworks

High School

**GLIs and Essences
High School – Mathematics**
HS
Required Component 1— Strand: Algebra
Choice Component 1— Band: Variables and Expressions

Math Core Curriculum (2005)	Grade-by-Grade Indicators		Essence of Indicators
Pg. 94	A.A.1	Translate a quantitative verbal phrase into an algebraic expression	<ul style="list-style-type: none"> • Translate words into an algebraic expression • Translate an algebraic expression into words
	A.A.2	Write a verbal expression that matches a given algebraic expression	

AGLIs		HS
High School – Mathematics		
Required Component 1— Strand: Algebra		
Choice Component 1— Band: Variables and Expressions		
ALTERNATE GRADE LEVEL INDICATORS (AGLIs)		
POSSIBLE ENTRY POINTS for Algebra-Variables and Expressions		
Less Complex		More Complex
<p>The student will:</p> <ul style="list-style-type: none"> translate verbal or written phrases into algebraic expressions, using numbers and the symbols + and/or – (41103) model numerical expressions involving whole numbers using concrete objects (41104) compare quantities of objects using the symbols (=, >, or <) related to the terms (equal to, greater than or less than) (41105) compare numerals using the symbols (=, >, < or ≠) related to the terms (equal to, greater than, less than or not equal) (41106) 	<p>The student will:</p> <ul style="list-style-type: none"> translate verbal or written phrases into algebraic expressions using numbers and the symbols +, –, × and/or ÷ (41203) translate algebraic expressions that use numbers and the symbols +, –, × and/or ÷ into a model or representation of the expression (41204) identify correct number sentences that use any of the symbols +, –, ×, ÷, =, ≠, > and/or < (41205) evaluate numerical expressions (41206) 	<p>The student will:</p> <ul style="list-style-type: none"> translate verbal or written phrases into algebraic expressions using numbers, variables, and the symbols +, –, × and/or ÷ (41303) translate algebraic expressions that use numbers and the symbols +, –, × and/or ÷ into words (41304) evaluate and/or simplify algebraic expressions (41305) complete and/or identify correct number sentences that use any of the symbols +, –, ×, ÷, =, ≠, >, <, ≥ and/or ≤ (41306)

Required Component 1— Strand: Algebra
Choice Component 1— Band: Variables and Expressions
SAMPLE ASSESSMENT TASKS (SATs)

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT41103	<p>The student will translate an algebraic expression given a verbal or written situation by selecting the correct translated expression from a set of choices.</p> <p>(e.g., Janet is two years older than her sister. Her sister's age is S years old. Janet's age is ___?___; $S + 2$; Janet's age is J years old. Her sister's age is ___?___; $J - 2$; etc.)</p>	<ul style="list-style-type: none"> Student work product that shows what a student indicates as a correct algebraic expression based on a given situation
SAT41104	<p>The student will model numerical expressions using concrete objects.</p> <p>(e.g., $4 + 1$—will set four objects and one object next to each other; $1 + 1 + 2$—will set one object, plus one object, plus two objects next to each other; etc.)</p>	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student being presented with a numeric expression and selecting concrete objects to represent the expression
SAT41105A	<p>The student will compare quantities of objects relating to a set being greater than, less than or equal to the other set by pasting the symbol or the word to represent the relationship.</p>	<ul style="list-style-type: none"> Video tape of the student looking at two sets of objects and indicating by selecting the symbol which tells if the set is greater than, equal to or less than the other set
SAT41105B	<p>The student will compare quantities of objects using the symbols $<$, $>$ and/or $=$ by indicating comparisons that are correct.</p>	<ul style="list-style-type: none"> Student work product with the correct comparison highlighted, marked or indicated on the worksheet
SAT41105C	<p>The student will use objects to represent equal objects by giving the teacher the same number of objects that the teacher showed the student.</p>	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when indicating equal objects
SAT41106	<p>The student will indicate the appropriate symbol card to represent the comparison of greater than or less than between two numbers.</p> <p>(e.g., $10 ? 4$; $2 ? 6$; $3 ? 1$ etc.)</p>	<ul style="list-style-type: none"> Student work product of sets of numbers and the symbol card pasted between the numbers

SAT41203A	<p>The student will translate algebraic expressions into their related verbal phrases.</p> <p>(e.g., Sam has four forks. He takes three more forks from the drawer, student says $4 + 3$)</p>	<ul style="list-style-type: none"> • Audio tape of the student giving verbal phrases for written algebraic expression
SAT41203B	<p>The student will identify accurate algebraic expressions for their related verbal phrases when given a set of expressions.</p>	<ul style="list-style-type: none"> • Video tape of the student listening to the verbal phrase and identifying the expression that goes with it
SAT41205	<p>The student will identify the correct number sentence that uses a variety of symbols by indicating the true ones with a check mark.</p> <p>(e.g., true: $4 = 4$, $3 < 7$, $10 \neq 2$; not true: $1 > 5$, $1 = 7$, etc.)</p>	<ul style="list-style-type: none"> • Student work product indicating true number sentences with a check mark
SAT41206	<p>The student will evaluate numerical expressions by filling-in or selecting the missing number or symbol.</p> <p>(e.g., $10 _ 1 = 11$ given $<$, $+$, and $=$; $9 - \square = 3$ given 9, 6, 2; etc.)</p>	<ul style="list-style-type: none"> • Video tape of the student looking at the given expression and choice cards available to him/her and selecting the card that completes it correctly
SAT41303	<p>The student will translate a written or verbal real-life mathematical situation into an algebraic expression.</p>	<ul style="list-style-type: none"> • Student work product of descriptions of real-life situations and the student's written algebraic expression related to that situation
SAT41304	<p>The student will verbally state the algebraic expression that applies to a real-life situation.</p> <p>(e.g., banking)</p>	<ul style="list-style-type: none"> • Video tape of the student verbalizing an algebraic expression that fits a real-life mathematical situation

**GLIs and Essences
High School – Mathematics**
HS
Required Component 1— Strand: Algebra
Choice Component 2— Band: Equations and Inequalities

Math Core Curriculum (2005)	Grade-by-Grade Indicators		Essence of Indicators
Pg. 94-95	A.A.3	Distinguish the difference between an algebraic expression and an algebraic equation	<ul style="list-style-type: none"> • Translate verbal sentences and situations into mathematical equations and inequalities • Analyze and solve verbal problems involving a variety of solution strategies. • Solve systems of equations
	A.A.4	Translate verbal sentences into mathematical equations or inequalities	
	A.A.5	Write algebraic equations or inequalities that represent a situation	
	A.A.6	Analyze and solve verbal problems whose solution requires solving a linear equation in one variable or linear inequality in one variable	
	A.A.7	Analyze and solve verbal problems whose solution requires solving systems of linear equations in two variables	
	A.A.8	Analyze and solve verbal problems that involve quadratic equations	
	A.A.9	Analyze and solve verbal problems that involve exponential growth and decay	
	A.A.10	Solve systems of two linear equations in two variables algebraically	
	A.A.11	Solve a system of one linear and one quadratic equation in two variables, where only factoring is required. <i>Note: The quadratic equation should represent a parabola and the solution(s) should be integers</i>	

AGLIs		HS
High School – Mathematics		
Required Component 1— Strand: Algebra		
Choice Component 2— Band: Equations and Inequalities		
ALTERNATE GRADE LEVEL INDICATORS (AGLIs)		
POSSIBLE ENTRY POINTS for Algebra-Equations and Inequalities		
Less Complex		More Complex
<p>The student will:</p> <ul style="list-style-type: none"> when given a repeating or growing number or shape pattern, identify a missing number or shape in the pattern (42104) solve simple algebraic equations involving addition and/or subtraction (42102) identify correct number sentences (42105) compare using the terms equal to, greater than and/or less than (42106) 	<p>The student will:</p> <ul style="list-style-type: none"> translate verbal/written sentences into algebraic sentences using the symbols (+, −, ×, ÷, > and/or <) and equal (=) or not equal (≠) sign (42203) solve one-step verbal/written problems using one or more strategies (42204) when given a repeating or growing number pattern, describe or state the rule for the pattern (42205) 	<p>The student will:</p> <ul style="list-style-type: none"> translate verbal/written sentences into algebraic sentences using the symbols (+, −, ×, ÷, >, <, ≥ and/or ≤) and equal (=) or not equal (≠) sign (42304) solve two or more step verbal/written problems using one or more strategies (42305) solve one-step and/or two-step equations (42303)

Required Component 1— Strand: Algebra
Choice Component 2— Band: Equations and Inequalities
SAMPLE ASSESSMENT TASKS (SATs)

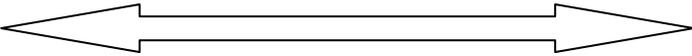
Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT42104A	The student will fill-in the missing element in a repeating shape pattern using concrete objects.	<ul style="list-style-type: none"> Video tape of the student using concrete objects to fill in the missing element in a repeating shape pattern
SAT42104B	The student will identify the missing element in a repeating numerical pattern when given two possible choices. (e.g., 2, 4, 6, 2, 4, 6, __, 4, 6 with the choices of 2 or 6)	<ul style="list-style-type: none"> Student work product of a repeating numerical pattern with the missing element filled-in by the student
SAT42102	The student will identify the correct number to fill in an algebraic equation. (e.g., $1 + 2 = \square$; $\square + 2 = 3$ --which number goes in the box?)	<ul style="list-style-type: none"> Student work product showing what a student indicates is a correct number to solve a simple algebraic equation
SAT42105A	The student will distinguish between a true or correct number sentence and a false or incorrect one. (e.g., $5 + 8 = 13$ vs. $5 + 10 = 13$)	<ul style="list-style-type: none"> Video tape of the student indicating which number sentences are true and which are false
SAT42105B	The student will identify the correct number sentence to solve a problem when given a problem by the teacher (selects a sentence from a group of two).	<ul style="list-style-type: none"> Video tape of the student identifying the correct number sentence for a given problem (teacher says “I have two and I get one more.” The student picks $2+1$. The teacher says “$4+5=9$” and the student picks the correct number sentence)
SAT42106	The student will show a comparison between quantities of concrete objects using equal to, greater than or less than. (e.g., show less than - given $<$, the student places 5 stickers and ___ 7 stickers on either side of symbol)	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student arranging concrete objects (e.g., counters, to show a correct comparison between quantities)

SAT42203	<p>The student will translate verbal or written sentences by recognizing an equation or inequality that models a given situation.</p> <p>(e.g., “Mary saved \$12. How much more money does she need to purchase a book that costs \$16?” $16-12=X$, $X=\\$4$ or $12 + 16= x$, $x=\\$28$)</p>	<ul style="list-style-type: none"> • Video tape of the student listening or looking at the situation and the choices and indicating the correct one for the situation
SAT42204	<p>The student will solve a simple real life problem involving a one-step equation using a calculator.</p>	<ul style="list-style-type: none"> • Student work product of the student’s solutions to one-step, real life problems
SAT42205	<p>The student will describe a rule for finding the next number in a number pattern.</p> <p>(e.g., for the pattern 2, 5, 8, 11, ?, the rule to find the next number is “add 3 to the preceding number.”)</p>	<ul style="list-style-type: none"> • Video tape of the student giving the rule or describing how to find the next number of a number pattern
SAT42303A	<p>The student will solve a real life problem involving a one or two-step equation.</p> <p>(e.g., Dan bought three more than twice as many CDs as Jack bought. Dan bought 13 CDs. How many CDs did Jack buy? $2x + 3 = 13$; $2x = 10$; $x = 5$)</p>	<ul style="list-style-type: none"> • Student work product of a mathematics journal of real life verbal problems and the student’s solution to these problems • Data Collection Sheet recording student performance when solving one- and/or two-step verbal problems
SAT42303B	<p>The student will solve a real life, one- or two-step problem.</p> <p>(e.g., “We have 5 dollars and we spend 3 dollars. How many do we have left?”)</p>	<ul style="list-style-type: none"> • Student work product showing the real life problems and the work the student did to solve them

**GLIs and Essences
High School – Mathematics**
HS
Required Component 2— Strand: Statistics and Probability
Choice Component 1— Band: Organization and Display of Data

Math Core Curriculum (2005)	Grade-by-Grade Indicators		Essence of Indicators
Pg. 98-99	A.S.1	Categorize data as qualitative or quantitative	<ul style="list-style-type: none"> • Categorize data as qualitative or quantitative • Categorize data as biased or non-biased • Display data in graphs
	A.S.2	Determine whether the data to be analyzed is univariate or bivariate	
	A.S.3	Determine when collected data or display of data may be biased	
	A.S.4	Compare and contrast the appropriateness of different measures of central tendency for a given data set	
	A.S.5	Construct a histogram, cumulative frequency histogram, and a box-and-whisker plot, given a set of data	
	A.S.6	Understand how the five statistical summary (minimum, maximum, and the three quartiles) is used to construct a box-and-whisker plot	
	A.S.7	Create a scatter plot of bivariate data	
	A.S.8	Construct manually a reasonable line of best fit for a scatter plot and determine the equation of that line	

AGLIs		HS
High School – Mathematics		
Required Component 2— Strand: Statistics and Probability		
Choice Component 1— Band: Organization and Display of Data		
ALTERNATE GRADE LEVEL INDICATORS (AGLIs)		
POSSIBLE ENTRY POINTS for Statistics and Probability-Organization and Display of Data		
Less Complex		More Complex
<p>The student will:</p> <ul style="list-style-type: none"> display given data in a simple graph, list or chart (52103) gather data and record it on a list or in a chart (52102) 	<p>The student will:</p> <ul style="list-style-type: none"> display data in a scatter plot (52201) gather data and display it in a graph (52203) 	<p>The student will:</p> <ul style="list-style-type: none"> identify data as qualitative or quantitative (52301) identify data as biased or unbiased (52302) gather data and display it in a bar graph or scatter plot (whichever is more appropriate) (52304)

SATs
High School – Mathematics

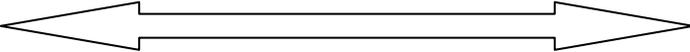
HS**Required Component 2—** Strand: Statistics and Probability**Choice Component 1—** Band: Organization and Display of Data**SAMPLE ASSESSMENT TASKS (SATs)**

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT52103A	The student will organize data that has already been collected and display it in a graph.	<ul style="list-style-type: none"> Student work product that shows a graph made by the student from data already collected
SAT52103B	The student will recognize a graph or chart that correctly displays a set of data that has been collected.	<ul style="list-style-type: none"> Video tape of the student identifying the graph that matches a given set of data
SAT52102A	The student will gather data and record it by stamping a chart every time he/she had a good lesson.	<ul style="list-style-type: none"> Student work product of the chart with bingo marks to indicate a good lesson
SAT52102B	The student will collect data and record it on a daily list. (e.g., collecting tokens or markers to indicate who is present and/or absent on a given day)	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student collecting or organizing data and recording it on a list
SAT52201	The student will organize data that has already been collected and display it in a scatter plot.	<ul style="list-style-type: none"> Video tape of the student creating a scatter plot from data that has already been collected Student work product of a scatter plot made using data already collected
SAT52301	The student will identify graphs and/or data sets as qualitative or quantitative. (e.g., graphs or data taken from USA Today)	<ul style="list-style-type: none"> Student work product showing a set of graphs or data sets sorted into two categories, qualitative or quantitative
SAT52304	The student will select a question, gather data and display the data in a scatter plot.	<ul style="list-style-type: none"> Student work product showing the question that was asked, the data that was collected, and the scatter plot that represented these data Video tape of the student selecting a question, gathering data and representing the data in a scatter plot

**GLIs and Essences
High School – Mathematics**
HS
Required Component 2— Strand: Statistics and Probability
Choice Component 2— Band: Analysis of Data

Math Core Curriculum (2005)	Grade-by-Grade Indicators		Essence of Indicators
Pg.99	A.S.9	Analyze and interpret a frequency distribution table or histogram, a cumulative frequency distribution table or histogram, or a box-and-whisker plot	<ul style="list-style-type: none"> • Analyze data represented graphically • Interpret data represented graphically
	A.S.10	Evaluate published reports and graphs that are based on data by considering: experimental design, appropriateness of the data analysis, and the soundness of the conclusions	
	A.S.11	Find the percentile rank of an item in a data set and identify the point values for first, second, and third quartiles	
	A.S.12	Identify the relationship between the independent and dependent variables from a scatter plot (positive, negative, or none)	
	A.S.13	Understand the difference between correlation and causation	
	A.S.14	Identify variables that might have a correlation but not a causal relationship	

AGLIs		HS
High School – Mathematics		
Required Component 2— Strand: Statistics and Probability		
Choice Component 2— Band: Analysis of Data		
ALTERNATE GRADE LEVEL INDICATORS (AGLIs)		
POSSIBLE ENTRY POINTS for Statistics and Probability-Analysis of Data		
Less Complex		More Complex
<p>The student will:</p> <ul style="list-style-type: none"> recognize data displayed on a simple graph (53102) 	<p>The student will:</p> <ul style="list-style-type: none"> interpret data displayed on a simple graph (53201) 	<p>The student will:</p> <ul style="list-style-type: none"> identify related data displayed on two or more simple graphs (53303) interpret different but related data sets displayed on one or more simple graphs (53304)

Required Component 2— Strand: Statistics and Probability**Choice Component 2— Band: Analysis of Data****SAMPLE ASSESSMENT TASKS (SATs)**

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT53102A	<p>The student will answer questions about information displayed on a simple graph.</p> <p>(e.g., Questions: “Was Janet here today?” “How many students are buying hot lunch today?”; Simple graphs: graph with large textured dots in columns on it)</p>	<ul style="list-style-type: none"> • Student work product that shows the graph and the student’s answers to the questions posed about data displayed on a graph
SAT53102B	<p>The student will recognize data displayed on a simple graph regarding the number of times an activity is going to occur that day and will select the activity that is going to occur most often.</p>	<ul style="list-style-type: none"> • Video tape of the student looking at the daily activity schedule and selecting or recognizing the activity that is going to occur most on a given day
SAT53102C	<p>The student will indicate the day the least number of students were in class from a pictograph of the class attendance for the week.</p>	<ul style="list-style-type: none"> • Sequenced, captioned, dated photographs of the student selecting the correct answer of a question posed about information displayed on a graph
SAT53201	<p>The student will interpret data represented on a graph.</p> <p>(e.g., Answer comparison questions based on the graph; Pose a question about the data; etc.)</p>	<ul style="list-style-type: none"> • Video tape of the student interpreting data displayed on a graph by answering question • Student work product of questions posed by the student about information displayed on a graph
SAT53303	<p>The student will identify related data displayed on two simple graphs.</p> <p>(e.g., Bar graph and a frequency chart that show the number of each color of Skittles from two different bags.)</p>	<ul style="list-style-type: none"> • Student work product of a journal of sets of data displayed on two different types of graphs and student statements about the data
SAT53304	<p>The student will interpret two different sets of data, each displayed on the same frequency chart or scatter plot and will answer questions related to the data.</p> <p>(e.g., “Whose bag of marbles had the greatest number of tiger’s eye marbles?”)</p>	<ul style="list-style-type: none"> • Student work product showing the same type of graph for two different sets of data and questions related to interpretation of the data

Science
NYSAA Frameworks

High School

Required Component 1— Standard: 4: The Living Environment
Choice Component 1—Key Idea 1: Living things are both similar to and different from each other and from nonliving things.

Science Core Curriculum	Performance Indicators	Essence of Indicators
Pg. 9–11	<p>1.1 Explain how diversity of populations within ecosystems relates to the stability of ecosystems.</p> <p>1.1a Populations can be categorized by the function they serve. Food webs identify the relationships among producers, consumers, and decomposers carrying out either autotrophic or hydrotropic nutrition.</p> <p>1.1b An ecosystem is shaped by the nonliving environment as well as its interacting species. The world contains a wide diversity of physical conditions, which creates a variety of environments.</p> <p>1.1c In all environments, organisms compete for vital resources. The linked and changing interactions of populations and the environment compose the total ecosystem.</p> <p>1.1d The interdependence of organisms in an established ecosystem often results in approximate stability over hundreds and thousands of years. For example, as one population increases, it is held in check by one or more environmental factors or another species.</p> <p>1.1e Ecosystems, like many other complex systems, tend to show cyclic changes around a state of approximate equilibrium.</p> <p>1.1f Every population is linked, directly or indirectly, with many others in an ecosystem. Disruptions in the numbers and types of species and environmental changes can upset ecosystem stability.</p> <p>1.2 Describe and explain the structures and functions of the human body at different organizational levels (e.g., systems, tissues, cells, organelles).</p>	<ul style="list-style-type: none"> • Understand that the interdependence of living and non-living things maintains the equilibrium (homeostasis) of the ecosystem. Disruption to the ecosystem will alter its stability • Understand that humans are complex organisms that are made up of different systems. Each system interacts to maintain a balanced internal environment. Cells have particular structures that perform specific jobs to maintain homeostasis. • Understand that one-celled organisms contain structures to maintain homeostasis

Performance Indicators (continued)	
1.2a	Important levels of organization for structure and function include organelles, cells, tissues, organs, organ systems, and whole organisms.
1.2b	Humans are complex organisms. They require multiple systems for digestion, respiration, reproduction, circulation, excretion, movement, coordination, and immunity. The systems interact to perform the life functions.
1.2c	The components of the human body, from organ systems to cell organelles, interact to maintain a balanced internal environment. To successfully accomplish this, organisms possess a diversity of control mechanisms that detect deviations and make corrective actions.
1.2d	If there is a disruption in any human system, there may be a corresponding imbalance in homeostasis.
1.2e	The organs and systems of the body help to provide all the cells with their basic needs. The cells of the body are of different kinds and are grouped in ways that enhance how they function together.
1.2f	Cells have particular structures that perform specific jobs. These structures perform the actual work of the cell. Just as systems are coordinated and work together, cell parts must also be coordinated and work together.
1.2g	Each cell is covered by a membrane that performs a number of important functions for the cell. These include: separation from its outside environment, controlling which molecules enter and leave the cell, and recognition of chemical signals. The processes of diffusion and active transport are important in the movement of materials in and out of cells.
1.2h	Many organic and inorganic substances dissolved in cells allow necessary chemical reactions to take place in order to maintain life. Large organic food molecules such as

Performance Indicators (continued)		
	<p>proteins and starches must initially be broken down (digested to amino acids and simple sugars respectively), in order to enter cells. Once nutrients enter a cell, the cell will use them as building blocks in the synthesis of compounds necessary for life.</p>	
1.2i	<p>Inside the cell a variety of specialized structures, formed from many different molecules, carry out the transport of materials (cytoplasm), extraction of energy from nutrients (mitochondria) protein building (ribosomes), waste disposal (cell membrane), storage (vacuole), and information storage (nucleus).</p>	
1.2j	<p>Receptor molecules play an important role in the interactions between cells. Two primary agents of cellular communication are hormones and chemicals produced by nerve cells. If nerve or hormone signals are blocked, cellular communication is disrupted and the organism's stability is affected.</p>	
	<p>1.3 Explain how a one-celled organism is able to function despite lacking the levels of organization present in more complex organisms.</p>	
1.3a	<p>The structures present in some single-celled organisms act in a manner similar to the tissues and systems found in multicellular organisms, thus enabling them to perform all of the life processes needed to maintain homeostasis.</p>	

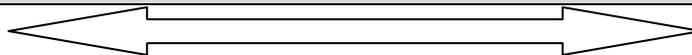
Required Component 1— Standard: 4: The Living Environment

Choice Component 1—Key Idea 1: Living things are both similar to and different from each other and from nonliving things.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

POSSIBLE ENTRY POINTS for The Living Environment-Key Idea 1

Less Complex



More Complex

The student will:

- identify a living thing (21104)
- identify a non-living thing (21105)
- recognize relationships between living and non-living things (21106)
- recognize that humans have organs that are connected (21107)
- recognize the five senses (21103)
- identify a single celled organism (21108)

The student will:

- identify relationships within an ecosystem in which living things depend on living and/or non-living things (21201)
- identify the groups of organs that work together (21205)
- identify the five senses (21206)
- recognize a one-celled organism or a model of a one-celled organism (21204)
- recognize that organisms are made up of cells (21203)

The student will:

- recognize disruptions in the relationships between living and non-living things within an ecosystem (21301)
- describe how humans have systems of organs that fulfill certain needs (e.g. circulation, respiration, digestion, waste removal) (21302)
- describe the purpose and/or use of the senses (21306)
- recognize that one-celled organisms have structures that fulfill certain needs (21305)
- identify different cells that the human body is made up of (21307)
- recognize that cells have structures that fulfill certain needs (21308)

Required Component 1— Standard: 4: The Living Environment

Choice Component 1—Key Idea 1: Living things are both similar to and different from each other and from nonliving things.

SAMPLE ASSESSMENT TASKS (SATs)

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT21104A	The student will identify a living thing by eye gazing to the living thing when presented with choices.	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when identifying living things
SAT21104B	The student will identify living things from a selection of living and non-living objects or examples. (e.g., a fish, rock, shoe, plant, CD-Rom, or a pencil, etc.—which is living?)	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student choosing living things from a pile of items
SAT21104C	Given a rock, a book and a dog, the student will identify which object is a living thing by nodding his/her head when asked the question “Is this a living thing?”	<ul style="list-style-type: none"> Video tape of the student responding to a question to identify a living thing
SAT21105	The student will identify a non-living thing by placing the non-living word cards in front of the appropriate items.	<ul style="list-style-type: none"> Video tape of the student placing non-living word cards in front of non-living objects at a science workstation
SAT21106A	The student will recognize which non-living thing is related to a living organism. (e.g., fish and water, human and house, etc.)	<ul style="list-style-type: none"> Student work product with lines drawn from the non-living thing to the living thing it relates to
SAT21106B	Given a picture of multiple items that are non-living, the student will recognize what non-living thing a living thing needs to survive.	<ul style="list-style-type: none"> Video tape of the student looking at multiple items and selecting the non-living thing that the living thing needs to survive
SAT21107A	The student will recognize that humans have structures (organs) that are connected to fulfill certain needs by making a model of the digestive system (stomach to intestines). (e.g., circulation, respiration, digestion, waste removal)	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student making a model of the digestive system Student work product of a completed model of the digestive system
SAT21107B	The student will recognize that humans have structures (organs) that are connected to fulfill certain needs by selecting a “need card” and placing it with the organ it goes with. (e.g., breathing and respiration goes with mouth and lungs; circulation goes with heart and veins; movement goes with muscles and limbs; etc.)	<ul style="list-style-type: none"> Student work product of glued “need cards” indicating the related organ with the need it helps to fulfill

SAT21103	The student will recognize the five senses by answering yes or no questions about each of the senses.	<ul style="list-style-type: none"> • Audio tape of the student responding to the yes or no questions
SAT21201	The student will identify relationships within an ecosystem in which living things depend on living and/or non-living things. (e.g., a pond ecosystem in which fish depend on plants and insects; a pond ecosystem in which fish depend on water and sand, etc.)	<ul style="list-style-type: none"> • Student work product of a collage of pictures showing the pond ecosystem and the living things that the fish rely on
SAT21205	The student will identify the groups of organs that work together. (e.g., circulation-heart, veins, arteries; respiration-lungs, diaphragm; digestion-stomach, intestine; waste removal-intestine, kidneys, liver; etc.).	<ul style="list-style-type: none"> • Student work product with diagrams of body systems with labels showing some major organs and the need they fulfill
SAT21206	The student will identify the sense associated with a particular body part.	<ul style="list-style-type: none"> • Data Collection Sheet recording student performance when identifying the sense associated with the body part
SAT21204	The student will recognize a one-celled organism from a group of pictures or objects.	<ul style="list-style-type: none"> • Video tape of the student selecting the model of a one-celled organism from a group of pictures or objects
SAT21301	The student will recognize disruptions in the relationships between living and non-living things. (e.g., fire disrupting an ecosystem, severe storms disrupting an ecosystem, etc.)	<ul style="list-style-type: none"> • Video tape of the student explaining a poster about disruptions in the relationship between living and non-living things
SAT21302	The student will demonstrate that humans have systems of organs that fulfill certain needs by creating a presentation on the computer about a system. (e.g., circulation-heart, veins, arteries; respiration-lungs, diaphragm; digestion-stomach, intestine; waste removal-intestine, kidneys, liver; etc.).	<ul style="list-style-type: none"> • Sequenced, captioned, dated photographs of the student creating a presentation on the computer and presenting it to the class about the respiration system
SAT21306	The student will describe the purpose of a sense by selecting the appropriate purpose when given the sense.	<ul style="list-style-type: none"> • Sequenced, captioned, dated photographs of the student labeling a poster of the body with one of the five senses and where the sense is most used by the body

Required Component 1— Standard: 4: The Living Environment
Choice Component 2—Key Idea 7: Human decisions and activities have had a profound impact on the physical and living environment.

Science Core Curriculum	Performance Indicators	Essence of Indicators
Pg. 19–20	<p>7.1 Describe the range of interrelationships of humans with the living and nonliving environment.</p> <p>7.1a The Earth has finite resources; increasing human consumption of resources places stress on the natural processes that renew some resources and deplete those resources that cannot be renewed.</p> <p>7.1b Natural ecosystems provide an array of basic processes that affect humans. Those processes include but are not limited to: maintenance of the quality of the atmosphere, generation of soils, control of the water cycle, removal of wastes, energy flow, and recycling of nutrients.</p> <p>7.1c Human beings are part of the Earth’s ecosystems. Human activities can, deliberately or inadvertently, alter the equilibrium in ecosystems. Humans modify ecosystems as a result of population growth, consumption, and technology. Human destruction of habitats through direct harvesting, pollution, atmospheric changes, and other factors is threatening current global stability, and if not addressed, ecosystems may be irreversibly affected.</p> <p>7.2 Explain the impact of technological development and growth in the human population on the living and nonliving environment.</p> <p>7.2a Human activities that degrade ecosystems result in the loss of diversity of the living and nonliving environment. For example, the influence of humans on other organisms occurs through land use and pollution. Land use decreases the space and resources available to other species, and pollution changes the chemical composition of air, soil, and water.</p>	<ul style="list-style-type: none"> • Understand that living and non-living things share a strong interdependence in maintaining Earth’s ecosystem. Earth provides various resources to support human populations. Therefore, human activity plays a huge part in renewing or depleting these resources. • Recognize that technological advances and population growth affect both living and non-living environments • Understand that the choices we make now affect future generations

Performance Indicators (continued)		
7.2b	When humans alter ecosystems either by adding or removing specific organisms, serious consequences may result. For example, planting large expanses of one crop reduces the biodiversity of the area.	
7.2c	Industrialization brings an increased demand for and use of energy and other resources including fossil and nuclear fuels. This usage can have positive and negative effects on humans and ecosystems.	
7.3 Explain how individual choices and societal actions can contribute to improving the environment.		
7.3a	Societies must decide on proposals which involve the introduction of new technologies. Individuals need to make decisions which will assess risks, costs, benefits, and trade-offs.	
7.3b	The decisions of one generation both provide and limit the range of possibilities open to the next generation.	

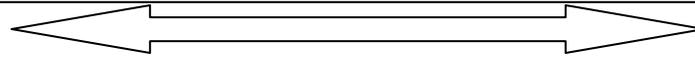
Required Component 1— Standard: 4: The Living Environment

Choice Component 2—Key Idea 7: Human decisions and activities have had a profound impact on the physical and living environment.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

POSSIBLE ENTRY POINTS for The Living Environment-Key Idea 7

Less Complex



More Complex

The student will:

- recognize that living things (including humans) need non-living things (24101)
- recognize ways that humans use non-living things (24102)
- recognize ways that human actions affect the environment (24106)
- recognize impacts that humans have on the Earth's resources (24107)
- recognize ways to minimize human impacts on the environment (24108)

The student will:

- identify at least one way that people need non-living things (24201)
- identify at least one way that humans can use non-living things wisely (24203)
- identify ways that humans can influence the environment (24205)
- identify at least one way that humans need Earth's resources (24202)
- identify at least one way that humans impact the environment (24204)

The student will:

- describe examples of how living and non-living things are interdependent (24301)
- demonstrate how humans can minimize their impact by using resources wisely (24307)
- describe that humans can deplete or ruin resources and they will no longer be available for other people to use (24306)
- describe multiple ways humans need the Earth's resources (24308)
- describe multiple ways that humans impact the Earth's resources (24309)
- describe at least one impact on the environment from technology and human populations (24305)

Required Component 1— Standard: 4: The Living Environment
Choice Component 2—Key Idea 7: Human decisions and activities have had a profound impact on the physical and living environment.
SAMPLE ASSESSMENT TASKS (SATs)

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT24101	The student will recognize that living things need non-living things. (e.g., plants and trees need sun, water, etc.)	<ul style="list-style-type: none"> Student work product of a list of non-living things that plants need
SAT24102A	The student will recognize ways that humans use non-living things by indicating uses of water when presented with choice cards.	<ul style="list-style-type: none"> Video tape of the student hitting a switch when teacher presents a use for water card and not hitting the switch when presented with an incorrect choice
SAT24102B	The student will recognize which non-living thing is used by humans during a daily activity. (e.g., switch turns a light on; pencil for writing)	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student selecting non-living things used by humans from a group of choices and handing them to the teacher
SAT24106A	The student will recognize people's activities that have an affect on the environment.	<ul style="list-style-type: none"> Student work product with Xs marked next to the activities that affect the environment
SAT24106B	The student will demonstrate a way humans affect their environment by participating in a town beautification project.	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when participating in clean-up and planting projects in the community
SAT24108	The student will recognize ways to minimize human impact on the environment. (e.g., walking or riding a bike instead of driving, recycling, planting trees, etc.)	<ul style="list-style-type: none"> Student work product of a collage of pictures related to ways to minimize impact
SAT24201	The student will identify at least one way that people need non-living things. (e.g., staying in the house when the weather is bad outside, people need clothes to stay warm, etc.)	<ul style="list-style-type: none"> Student work product of the way a person needs a non-living thing with a sentence dictated by the student of why people use the non-living thing
SAT24203	The student will identify ways that non-living resources can be conserved by demonstrating turning lights and the computer off at the end of an activity.	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when completing conservation activities throughout the day
SAT24202	The student will identify ways that humans need the Earth's resource of wood.	<ul style="list-style-type: none"> Video tape of the student naming different uses that humans have for wood

SAT24204	<p>The student will identify at least one way humans impact the environment.</p> <p>(e.g., positive and/or negative impacts such as global warming, deforestation, planting a garden in the city, recycling, etc.)</p>	<ul style="list-style-type: none"> • Student work product consisting of a collection of pictures showing ways people have impacted (changed) the environment
SAT24307A	<p>The student will demonstrate one way to minimize human impact on the environment by giving a person a PEC symbol for recycling when recyclable items are present.</p>	<ul style="list-style-type: none"> • Data Collection Sheet recording student performance when identifying the PEC symbol for recycling when presented with the recyclable item
SAT24307B	<p>The student will demonstrate a practice that may minimize human impact on the Earth's resources by participating in a daily recycling program.</p>	<ul style="list-style-type: none"> • Sequenced, captioned, dated photographs of the student going to different classes to pick up recyclable paper and bringing it to a paper bin
SAT24306	<p>The student will describe that humans can deplete or ruin resources that will no longer be available for other people to use.</p> <p>(e.g., answering questions about what will happen when something is taken away that can be used up and/or when depletion of trees or forests takes away shelters for some animals, shade for some plants, and/or when pollution of water affects drinking water, plant growth, fish life, etc.)</p>	<ul style="list-style-type: none"> • Video tape of the student demonstrating that resources can be depleted

Required Component 2— Standard: 4: Physical Setting/Earth Science
Choice Component 1—Key Idea 1: The Earth and celestial phenomena can be described by principles of relative motion and perspective.

Science Core Curriculum	Performance Indicators	Essence of Indicators
Pg. 8–10	<p>1.1 Explain complex phenomena, such as tides, variations in day length, solar isolation, apparent motion of the planets and annual traverse of the constellations.</p> <p>1.1a Most objects in the solar system are in regular and predictable motion.</p> <ul style="list-style-type: none"> • These motions explain such phenomena as the day, the year, the seasons, phases of the moon, eclipses and tides. • Gravity influences the motions of celestial objects. The force of gravity between two objects in the universe depends on their masses and the distance between them. <p>1.1b Eight planets move around the sun in nearly circular orbits.</p> <ul style="list-style-type: none"> • The orbit of each planet is an ellipse with the Sun located at one end of the foci. • Earth is orbited by one moon and many artificial satellites. <p>1.1c Earth’s coordinate system of latitude and longitude, with the equator and prime meridian as reference lines, is based upon Earth’s rotation and our observation of the Sun and stars.</p> <p>1.1d Earth rotates on an imaginary axis at a rate of 15 degrees per hour. To people on Earth, this turning of the planet makes it seem as though the Sun, the moon, and the stars are moving around Earth once a day. Rotation provides a basis for our system of local time; meridians of longitude are the basis for time zones.</p> <p>1.1e The Foucault pendulum and the Coriolis effect provide evidence of Earth’s rotation.</p>	<ul style="list-style-type: none"> • Understand that most objects in the solar system are in regular and predictable motion. As the Earth revolves around the sun, it rotates (spins) on its axis. Earth’s changing position with regard to the Sun and the Moon has noticeable effects. Seasonal changes provide evidence of Earth’s revolution around the Sun. • Understand that evidence shows that the universe is vast and very old. Stars, planets, asteroids, comets and meteors are all part of the universe. • Understand that water on Earth moves through the water cycle • Recognize that geologic history can be determined from rocks and fossils

Performance Indicators (continued)	
1.1f	<p>Earth's changing position with regard to the Sun and the moon has noticeable effects.</p> <ul style="list-style-type: none"> • Earth revolves around the Sun with its rotational axis tilted at 23.5 degrees to a line perpendicular to the plane of its orbit, with the North Pole aligned with Polaris. • During Earth's one-year period of revolution, the tilt of the axis results in changes in the angle of incidence of the Sun's rays at a given latitude; these changes cause variation in the heating of the surface. This produces seasonal variation in weather.
1.1g	Seasonal changes in the apparent positions of constellations provide evidence of the Earth's revolution.
1.1h	The Sun's apparent path through the sky varies with latitude and season.
1.1i	Approximately 70 percent of Earth's surface is covered by a relatively thin layer of water, which responds to the gravitational attraction of the moon and the Sun with a daily cycle of high and low tides.
1.2 Describe current theories about the origin of the universe and solar system.	
1.2a	<p>The universe is vast and estimated to be over ten billion years old. The current theory is that the universe was created from an explosion called the Big Bang. Evidence for this theory includes:</p> <ul style="list-style-type: none"> • cosmic background radiation • a red-shift (the Doppler Effect) in the light from very distant galaxies.
1.2b	Stars form when gravity causes clouds of molecules to contract until nuclear fusion of light elements into heavier ones occurs. Fusion releases great amounts of energy over millions of years.

Performance Indicators (continued)	
	<ul style="list-style-type: none"> • The stars differ from each other in size, temperature, and age. • Our Sun is a medium-sized star within a spiral galaxy of stars known as the Milky Way. Our galaxy contains billions of stars, and the universe contains billions of such galaxies.
1.2c	<p>Our solar system formed about five billion years ago from a giant cloud of gas and debris. Gravity caused Earth and the other planets to become layered according to density differences in their materials.</p> <ul style="list-style-type: none"> • The characteristics of the planets of the solar system are affected by each planet's location in relationship to the Sun. • The terrestrial planets are small, rocky, and dense. The Jovian planets are large, gaseous, and of low density.
1.2d	<p>Asteroids, comets, and meteors are components of our solar system.</p> <ul style="list-style-type: none"> • Impact events have been correlated with mass extinction and global climactic change. • Impact craters can be identified in Earth's crust.
1.2e	<p>Earth's early atmosphere formed as a result of the outgassing of water vapor, carbon dioxide, nitrogen, and lesser amounts of other gases from its interior.</p>
1.2f	<p>Earth's oceans formed as a result of precipitation over millions of years. The presence of an early ocean is indicated by sedimentary rocks of marine origin, dating back about four billion years.</p>
1.2g	<p>Earth has continuously been recycling water since the outgassing of water early in its history. This constant recirculation of water at and near Earth's surface is described by the hydrologic (water) cycle.</p>

	Performance Indicators (continued)	
	<ul style="list-style-type: none"> • Water is returned from the atmosphere to the Earth's surface by precipitation. Water returns to the atmosphere by evaporation or transpiration from plants. A portion of the precipitation becomes runoff over the land or infiltrates into the ground to become stored in the soil or groundwater below the water table. Soil capillarity influences these processes. • The amount of precipitation that seeps into the ground or runs off is influenced by climate, slope of the land, rock type, vegetation, land use, and degree of saturation. • Porosity, permeability, and water retention affect runoff and infiltration. <p>1.2h The evolution of life caused dramatic changes in the composition of Earth's atmosphere. Free oxygen did not form in the atmosphere until oxygen-producing organisms evolved.</p> <p>1.2i The pattern of evolution of life-forms on Earth is at least partially preserved in the rock record.</p> <ul style="list-style-type: none"> • Fossil evidence indicates that a wide variety of life-forms has existed in the past and that most of these forms have become extinct. • Human existence has been very brief compared to the expanse of geologic time. <p>1.2j Geologic history can be reconstructed by observing sequences of rock types and fossils to correlate bedrock at various locations.</p> <ul style="list-style-type: none"> • The characteristics of rocks indicate the processes by which they formed and the environments in which these processes took place. • Fossils preserved in rocks provide information about past environmental conditions. 	

	Performance Indicators (continued)	
	<ul style="list-style-type: none">• Geologists have divided Earth's history into time units based upon the fossil record.• Age relationships among bodies of rocks can be determined using principles of original horizontality, superposition, inclusions, cross-cutting relationships, contact metamorphism, and unconformities. The presence of volcanic ash layers, index fossils, and meteoric debris can provide additional information.• The regular rate of nuclear decay (half-life time period) of radioactive isotopes allows geologists to determine the absolute age of materials found in some rocks.	

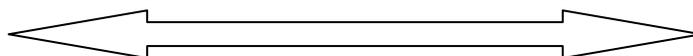
Required Component 2— Standard: 4: Physical Setting/Earth Science

Choice Component 1—Key Idea 1: The Earth and celestial phenomena can be described by principles of relative motion and perspective.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

POSSIBLE ENTRY POINTS for The Physical Setting/Earth Science-Key Idea 1

Less Complex



More Complex

The student will:

- recognize stars, planets, asteroids, comets, and/or meteors (31109)
- recognize the Earth, sun, and/or moon (31110)
- identify night and/or day (31102)
- recognize that seasons change over the course of a year (31104)
- recognize that the moon appears to change shape over the course of a month (31111)
- recognize patterns of daily and/or monthly changes in their environment (31112)
- label a diagram of the water cycle (31106)
- identify fossils as remains of living things (31107)
- recognize rocks can provide evidence of past conditions (31113)

The student will:

- identify stars, planets, asteroids, comets, and/or meteors (31204)
- recognize the movements of the Earth, moon and sun relative to each other (31202)
- recognize the Earth spins on its axis (31209)
- recognize the Earth tilts on its axis relative to the seasons (31210)
- identify that the moon appears to change shape over the course of a month (31211)
- identify parts of the water cycle (31205)
- identify ways that fossils form (31206)
- identify how fossils can provide evidence of past conditions (31212)
- identify how rocks can provide evidence of past conditions (31213)

The student will:

- describe stars, planets, asteroids, comets, and/or meteors (31305)
- describe the movements of the Earth, moon and sun relative to each other (31302)
- explain the effects of the Earth spinning on its axis (31301)
- describe changes in the seasons over the course of a year (31304)
- describe changes in the moon's shape over the course of a month (31303)
- describe parts of the water cycle (31307)
- describe how fossils can provide evidence of past conditions (31310)
- describe how rocks can provide evidence of past conditions (31311)
- recognize that the universe is vast and very old (31312)

Required Component 2— Standard: 4: Physical Setting/Earth Science
Choice Component 1—Key Idea 1: The Earth and celestial phenomena can be described by principles of relative motion and perspective.
SAMPLE ASSESSMENT TASKS (SATs)

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT31109A	The student will recognize a model of the planet Earth.	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when selecting a model of the Earth from a choice of other objects
SAT31109B	Given objects that represent a meteor, a planet, and a star, the student will identify the star by grasping and holding on to the star when asked “where is the star?”	<ul style="list-style-type: none"> Video tape of the student recognizing the star from a choice of objects
SAT31110	The student will recognize the Earth and the sun through pictures.	<ul style="list-style-type: none"> Student work product of pictures of the sun and the Earth and Xs marked in blue for the sun and red for the Earth
SAT31102A	The student will identify “day” by responding yes or no when asked to identify if a picture shows an activity that occurs usually during the day.	<ul style="list-style-type: none"> Audio tape of the student pressing a switch to say ‘yes’ when presented with pictures of day activities
SAT31102B	The student will identify “day” when presented with sun pictures and “night” when presented with moon pictures by touching the switch with the word day or switch with the word night.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student looking at picture cards and touching the appropriate button on the switch to indicate day or night
SAT31104	The student will recognize that seasons will change over the course of a year.	<ul style="list-style-type: none"> Student work product of the student identifying pictures of the four seasons (i.e., Winter, Spring, Summer, and Fall) to recognize that seasons change over the course of a year
SAT31111	The student will recognize that the moon appears to change shape over the course of a month by organizing pictures of the visible part of the moon.	<ul style="list-style-type: none"> Video tape of the student organizing pictures of the moon in sequential order from new moon to full moon to recognize that the moon appears to change shape over the course of a month
SAT31112A	The student will recognize patterns of daily changes in the environment by ordering morning, noon, and night on a chart.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student arranging pictures of morning, noon, and night in sequential order to recognize patterns of daily changes in the environment

SAT31112B	The student will recognize patterns of seasonal changes in the environment by selecting the season associated with a given month or typical weather pattern.	<ul style="list-style-type: none"> Student work product with given months and weather patterns with the season glued next to them
SAT31106	The student will fill in the missing section on a diagram of the water cycle.	<ul style="list-style-type: none"> Video tape of the student placing a label in the missing section on a picture of the water cycle
SAT31107A	The student will identify fossils as remains of living things. (e.g., piece of amber with an embedded mosquito, rock with a fish/leaf fossil embedded in it, petrified wood, etc.)	<ul style="list-style-type: none"> Student work product indicating which rocks or objects contain fossils in a collection
SAT31107B	The student will identify fossils of living things.	<ul style="list-style-type: none"> Student work product of matched fossils to pictures of the animals (insects, fish and plants) that made them
SAT31204A	The student will identify planets and stars from a group of pictures by sorting the pictures into the two categories.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student sorting pictures of stars and planets from a group of pictures on the workspace
SAT31204B	The student will identify planets in the solar system.	<ul style="list-style-type: none"> Student work product of labeled planets on a diagram of the solar system
SAT31202	The student will recognize the movements of the Earth and moon relative to each other and to the sun. (e.g., sun is central, Earth moves around the sun, moon moves around the Earth)	<ul style="list-style-type: none"> Video tape of the student participating in a model demonstration
SAT31211	The student will identify that the moon appears to change shape over the course of a month.	<ul style="list-style-type: none"> Student work product of the labeled phases of the moon to identify that the moon appears to change shape over the course of a month
SAT31205	The student will identify parts of the water cycle.	<ul style="list-style-type: none"> Student work product with a diagram of the parts of the water cycle (i.e., evaporation, condensation, precipitation, infiltration, run-off)
SAT31206	The student will identify how a fossil is formed by making a list of at least two possible ways this happens.	<ul style="list-style-type: none"> Audio tape of the student indicating two ways that a fish fossil could be formed
SAT31305	The student will sort characteristics of stars, planets, asteroids, comets, and/or meteors. (e.g., sorting characteristics of a star, meteor, etc.)	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student sorting pictures of space objects into categories by characteristics

SAT31302	The student will depict the movement of the sun, Earth and moon by creating a visual. (e.g., model, diagram, manipulatives, etc.)	<ul style="list-style-type: none"> • Video tape of the student creating a diagram of the sun, Earth, and moon and their movements relative to each other
SAT31310	The student will match a fossil to its original environment. (e.g. fish fossil to water environment using objects or pictures)	<ul style="list-style-type: none"> • Student work product of fossil pictures glued to pictures of their original environment
SAT31311	After listening to or reading a book about rock formations, the student will describe how rocks can provide evidence of past conditions.	<ul style="list-style-type: none"> • Audio tape of the student describing what some of the lines or patterns in rocks could indicate about the condition of the environment at the time that the rock was formed

Required Component 2— Standard: 4: Physical Setting/Earth Science
Choice Component 2—Key Idea 2: Many of the phenomena that we observe on Earth involve interactions among components of air, water, and land.

Science Core Curriculum	Performance Indicators	Essence of Indicators
Pg. 11–14	<p>2.1 Use the concepts of density and heat energy to explain observations of weather patterns, seasonal changes, and the movements of Earth’s plates.</p> <p>2.1a Earth’s systems have internal and external sources of energy, both of which create heat.</p> <p>2.1b The transfer of heat energy within the atmosphere, the hydrosphere, and Earth’s interior results in the formation of regions of different densities. These density differences result in motion.</p> <p>2.1c Weather patterns become evident when weather variables are observed, measured, and recorded. These variables include air temperature, air pressure, moisture (relative humidity and dew point), precipitation (rain, snow, hail, sleet, etc.), wind speed and direction, and cloud cover.</p> <p>2.1d Weather variables are measured using instruments such as thermometers, barometers, psychrometers, precipitation gauges, anemometers, and wind vanes.</p> <p>2.1e Weather variables are interrelated. For example:</p> <ul style="list-style-type: none"> • temperature and humidity affect air pressure and probability of precipitation • air pressure gradient controls wind velocity <p>2.1f Air temperature, dew point, cloud formation, and precipitation are affected by the expansion and contraction of air due to vertical atmospheric movement.</p>	<ul style="list-style-type: none"> • Recognize that the Earth’s external sources of heat energy determine weather patterns, seasonal changes, and atmospheric conditions. Earth’s internal heat determines the motion within layers of Earth. • Understand how internal forces create landforms that can be broken down by weathering and erosion • Understand how weather and climate are affected by solar radiation, ocean currents, and land masses

Performance Indicators (continued)		
2.1g	Weather variables can be represented in a variety of formats including radar and satellite images, weather maps (including station models, isobars, and fronts), atmospheric cross-sections, and computer models.	
2.1h	Atmospheric moisture, temperature and pressure distributions; jet streams, wind; air masses and frontal boundaries; and the movement of cyclonic systems and associated tornadoes, thunderstorms, and hurricanes occur in observable patterns. Loss of property, personal injury, and loss of life can be reduced by effective emergency preparedness.	
2.1i	Seasonal changes can be explained using concepts of density and heat energy. These changes include the shifting of global temperature zones, the shifting of planetary wind and ocean current patterns, the occurrence of monsoons, hurricanes, flooding, and severe weather.	
2.1j	Properties of Earth's internal structure (crust, mantle, inner core, and outer core) can be inferred from the analysis of the behavior of seismic waves (including velocity and refraction). <ul style="list-style-type: none"> • Analysis of seismic waves allows the determination of the location of earthquake epicenters, and the measurement of earthquake magnitude; this analysis leads to the inference that Earth's interior is composed of layers that differ in composition and states of matter. 	
2.1k	The outward transfer of Earth's internal heat drives convective circulation in the mantle that moves the lithospheric plates comprising Earth's surface.	
2.1l	The lithosphere consists of separate plates that ride on the more fluid asthenosphere and move slowly in relationship to one another, creating convergent, divergent, and transform plate boundaries. These motions indicate Earth is a dynamic geologic system.	

Performance Indicators (continued)		
	<ul style="list-style-type: none"> • These plate boundaries are the sites of most earthquakes, volcanoes and young mountain ranges. • Compared to continental crust, ocean crust is thinner and denser. New ocean crust continues to form at mid-ocean ridges. • Earthquakes and volcanoes present geologic hazards to humans. Loss of property, personal injury, and loss of life can be reduced by effective emergency preparedness. 	
2.1m	Many processes of the rock cycle are consequences of plate dynamics. These include the production of magma (and subsequent igneous rock formation and contact metamorphism) at both subduction and rifting regions, regional metamorphism within subduction zones, and the creation of major depositional basins through down-warping of the crust.	
2.1n	Many of Earth's surface features such as mid-ocean ridges/rifts, trenches/subduction zones/island arcs, mountain ranges (folded, faulted and volcanic), hot spots, and the magnetic and age patterns in surface bedrock are a consequence of forces associated with plate motion and interaction.	
2.1o	Plate motions have resulted in global changes in geography, climate, and the patterns of organic evolution.	
2.1p	Landforms are the result of the interaction of tectonic forces and the processes of weathering, erosion, and deposition.	
2.1q	Topographic maps represent landforms through the use of contour lines that are isolines connecting points of equal elevation. Gradients and profiles can be determined from changes in elevation over a given distance.	
2.1r	Climate variations, structure and characteristics of bedrock influence the development of landscape features including mountains, plateaus, plains, valleys, ridges, escarpments, and stream drainage patterns.	

Performance Indicators (continued)	
2.1s	Weathering is the physical and chemical breakdown of rocks at or near Earth's surface. Soils are the result of weathering and biological activity over long periods of time.
2.1t	Natural agents of erosion, generally driven by gravity, remove, transport, and deposit weathered rock particles. Each agent of erosion produces distinctive changes in the material that it transports and creates characteristic surface features and landscapes. In certain erosional situations, loss of property, personal injury, and loss of life can be reduced by effective emergency preparedness.
2.1u	<p>The natural agents of erosion include:</p> <ul style="list-style-type: none"> • <i>Streams (running water):</i> Gradient, discharge, and channel shape influence a stream's velocity and the erosion and deposition of sediments. Sediments transported by streams tend to become rounded as a result of abrasion. Stream features include V-shaped valleys, deltas, flood plains, and meanders. A watershed is the area drained by a stream and its tributaries. • <i>Glaciers (moving ice):</i> Glacial erosional processes include the formation of U-shaped valleys, parallel scratches, and grooves in bedrock. Glacial features include moraines, drumlins, kettle lakes, finger lakes, and outwash plains. • <i>Wave Action:</i> Erosion and deposition cause changes in shoreline features, including beaches, sandbars, and barrier islands. Wave action rounds sediments as a result of abrasion. Waves approaching a shoreline move sand parallel to the shore within the zone of the breaking waves. • <i>Wind:</i> Erosion of sediments by wind is most common in arid climates and along shorelines. Wind-generated features include dunes and sand-blasted bedrock. • <i>Mass Movement:</i> Earth materials move down slope under the influence of gravity.

Performance Indicators (continued)		
2.1v	Patterns of deposition result from a loss of energy within the transporting system and are influenced by the size, shape, and density of the transported particles. Sediment deposits may be sorted or unsorted.	
2.1w	Sediments of inorganic and organic origin often accumulate in depositional environments. Sedimentary rocks form when sediments are compacted and/or cemented after burial or as the result of chemical precipitation from seawater.	
2.2 Explain how incoming solar radiation, ocean currents, and land masses affect weather and climate.		
2.2a	Insolation (solar radiation) heats Earth's surface and atmosphere unequally due to variations in: <ul style="list-style-type: none"> • the intensity caused by differences in atmospheric transparency and angle of incidence which vary with time of day, latitude and season • characteristics of the materials absorbing the energy such as color, texture, transparency, state of matter, and specific heat. • duration, which varies with seasons and latitude. 	
2.2b	The transfer of heat energy within the atmosphere, the hydrosphere, and Earth's surface occurs as the result of radiation, convection, and conduction. <ul style="list-style-type: none"> • Heating of Earth's surface and atmosphere by the Sun drives convection within the atmosphere and oceans, producing winds and ocean currents. 	
2.2c	A location's climate is influenced by latitude, proximity to large bodies of water, ocean currents, prevailing winds, vegetative cover, elevation, and mountain ranges.	
2.2d	Temperature and precipitation patterns are altered by: <ul style="list-style-type: none"> • natural events such as El Nino and volcanic eruptions • human influences including deforestation, urbanization, and the production of greenhouse gases such as carbon dioxide and methane. 	

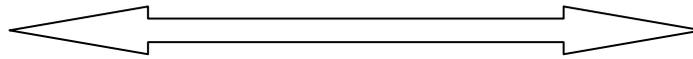
Required Component 2— Standard: 4: Physical Setting/Earth Science

Choice Component 2—Key Idea 2: Many of the phenomena that we observe on Earth involve interactions among components of air, water, and land.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

POSSIBLE ENTRY POINTS for The Physical Setting/Earth Science-Key Idea 2

Less Complex



More Complex

The student will:

- recognize that it feels warmer when in the sunshine than when in the shade (32101)
- recognize appropriate tools for measuring various weather conditions (32106)
- identify weather conditions (32104)
- recognize that land is removed by erosion (32103)
- recognize mountains and valleys (32107)

The student will:

- identify the sun as an external source of heat (32201)
- associate the visible presence or absence of the sun with certain weather (32202)
- associate changes in the amount of heat in the atmosphere with changes in seasons (32203)
- identify appropriate tools for measuring various weather conditions (32208)
- associate weather changes with differences in heating (32209)
- identify weather as short-term changes (32210)
- identify that weathering and/or erosion break down the land (32205)
- identify that forces within Earth cause land to be folded into mountains and/or valleys (32204)

The student will:

- describe the sun as an external source of heat (32301)
- describe the relationship between the position of the sun to the Earth with certain weather (32309)
- describe how the amount of heat in the atmosphere changes with seasons (32303)
- use tools to measure various weather conditions (32310)
- describe the relationship between differences in heating and weather and/or climate (32311)
- describe the relationship between differences in heating and climate (32312)
- describe why weathering and erosion break down the land (32313)
- describe that forces within Earth cause land to be folded into mountains and/or valleys (32306)
- recognize that the Earth has internal heat (32304)
- recognize that the Earth's internal heat drives the motion of material inside the Earth (convection currents) (32305)

Required Component 2— Standard: 4: Physical Setting/Earth Science

Choice Component 2—Key Idea 2: Many of the phenomena that we observe on Earth involve interactions among components of air, water, and land.

SAMPLE ASSESSMENT TASKS (SATs)

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT32101A	The student will recognize that heat comes from the sun by feeling warmer versus cooler parts of the classroom that have been warmed by the sunlight.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student feeling warm parts of the room touched by sunlight and cooler parts of the room not touched by sunlight and going back to the part of the room that is warmest
SAT32101B	The student will recognize that it feels warmer when in the sunshine than when in the shade.	<ul style="list-style-type: none"> Student work product where the student stamped a picture of sunshine to indicate that it feels warmer when in the sunshine than when in the shade
SAT32106	The student will recognize tools for measuring different weather conditions.	<ul style="list-style-type: none"> Video tape of the student answering yes or no when asked “Is this to be used to measure warmth?”
SAT32104A	The student will identify weather conditions. (e.g., use simple calendar or chart and attach or glue weather pictures for each day over a week or month time period)	<ul style="list-style-type: none"> Student work product of the daily weather record compiled by the student <p>Note: Two charts must be submitted as Verifying Evidence if work samples are being submitted for both dates of student performance.</p>
SAT32104B	The student will identify weather conditions. (e.g., rain, snow, sleet, fog, drizzle, etc.)	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student labeling pictures on a diagram of various weather conditions
SAT32103	The student will recognize that land is removed by erosion through demonstration. (e.g., fan blowing sand off a surface, water being poured onto a pile of sand, etc.)	<ul style="list-style-type: none"> Student work product of a labeled diagram showing the effects of erosion or where it occurred Video tape of the student performing various erosion techniques in the classroom
SAT32107	Given a box of sand, the student will recognize a mountain formation by making one using the sand as a model of a mountain.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student making a mountain out of sand

SAT32201	<p>The student will identify the sun as an external source of heat.</p> <p>(e.g., use a simple chart of the temperature recorded in the shade and in the sun on the same day showing that the temperature is lower when the sunshine is blocked-when asked what makes it different, student selects sun)</p>	<ul style="list-style-type: none"> • Student work product of a chart with differing temperatures and a picture of the sun stamped on warmer temperatures
SAT32202	<p>The student will identify possible weather based on the position of sun in relation to the Earth.</p>	<ul style="list-style-type: none"> • Sequenced, captioned, dated photographs of the student being given pictures of the sun's position in relation to the Earth and identifying possible types of weather in different locations around the Earth
SAT32208	<p>The student will identify tools for measuring weather conditions by identifying the function of a given weather tool.</p>	<ul style="list-style-type: none"> • Data Collection Sheet recording student performance when matching tools with their function
SAT32210	<p>The student will identify weather as short-term changes by charting weather over time.</p>	<ul style="list-style-type: none"> • Student work product of a student created calendar showing daily (monthly, seasonal) weather over the course of a week (month, season, etc.) <p>Note: Two calendars must be submitted as Verifying Evidence if work samples are being submitted for both dates of student performance.</p>
SAT32310	<p>The student will use various tools to measure weather conditions.</p>	<ul style="list-style-type: none"> • Data Collection Sheet recording the performance of the student using various tools to measure different weather conditions
SAT32311	<p>The student will describe the relationship between differences in heating and weather.</p> <p>(e.g., Given a picture of a sunny day with a thermometer showing a warm temperature , ask the student what the weather will feel like; given a picture of or a thermometer showing freezing temperatures, ask the student what may happen)</p>	<ul style="list-style-type: none"> • Student work product of a flow chart labeled by the student indicating the relationship between amount of heat received in an area and the weather in the area

Social Studies
NYSAA Frameworks

High School

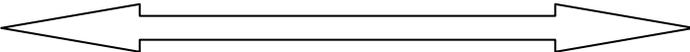
GLIs and Essences
High School – Social Studies

HS

Required Component 1—Standard: 1-US and NY History

Choice Component 1— Unit 2-Constitutional Foundations

Social Studies Core Curriculum	Content Understandings	Essence of Content Understandings
Pg. 127	<p>I. THE CONSTITUTION: THE FOUNDATION OF AMERICAN SOCIETY</p> <p>E. Basic constitutional principles</p> <ol style="list-style-type: none"> (1) national power—limits and potentials (2) federalism—balance between nation and state (3) the judiciary—interpreter of the Constitution or shaper of public policy (4) civil liberties—protecting individual liberties from governmental abuses; the balance between government and the individual (5) criminal procedures—the balance between the rights of the accused and protection of the community and victims (6) equality—its historic and present meaning as a constitutional value (7) the rights of women under the Constitution (8) the rights of ethnic and racial groups under the Constitution (9) Presidential power in wartime and in foreign affairs (10) the separation of powers and the capacity to govern (11) avenues of representation (12) property rights and economic policy (13) constitutional change and flexibility 	<ul style="list-style-type: none"> • Explain why all nations have established organized governments • Understand how the United States organized its government under a written constitution • Compare both the federal and state governmental powers and responsibilities as described in the United States Constitution • Identify the rights guaranteed to all United States citizens by the Constitution with special attention to the Bill of Rights • Explore the powers of the three branches of the federal and state governments • Discuss the importance of elections to the democratic process in the United States at the federal and state levels

AGLIs		HS
High School – Social Studies		
Required Component 1—Standard: 1-US and NY History		
Choice Component 1— Unit 2-Constitutional Foundations		
ALTERNATE GRADE LEVEL INDICATORS (AGLIs)		
POSSIBLE ENTRY POINTS for US and NY History-Unit 2		
Less Complex		More Complex
<p>The student will:</p> <ul style="list-style-type: none"> • recognize at least two classroom rules (11106) • recognize examples of governmental laws (11102) • identify the importance of obeying classroom rules and/or governmental laws (11107) • recognize one purpose of government (11108) • recognize at least one right guaranteed to citizens (11109) 	<p>The student will:</p> <ul style="list-style-type: none"> • identify reason(s) people create governments (11207) • identify who is eligible to vote (11208) • identify at least two rights of citizens guaranteed by the Bill of Rights (11209) • identify the development of the United States Constitution using simple time lines (11210) • identify the three branches of government (11211) • identify the individual purposes of judicial, legislative, and/or executive branches (11212) • explore their rights as citizens (11213) 	<p>The student will:</p> <ul style="list-style-type: none"> • explain why people create governments (11301) • explain why voting is an essential part of a democracy (11302) • compare the responsibilities of New York State government and the responsibilities of the United States government (11303) • compare the responsibilities of the executive, legislative, and/or judicial branches of government (11304) • explain the importance of the Bill of Rights in protecting individual rights (11305) • explain how to protect and secure their rights as citizens (11307)

SATs
High School – Social Studies

HS**Required Component 1**—Standard: 1-US and NY History**Choice Component 1**— Unit 2-Constitutional Foundations**SAMPLE ASSESSMENT TASKS (SATs)**

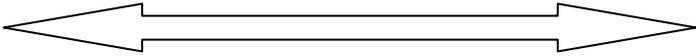
Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT11106	The student will recognize classroom rules by selecting two symbols or icons representing rules from a group of three or more symbols or icons.	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when selecting (via pointing, eye-gazing, etc.) two classroom rules
SAT11102	The student will recognize governmental laws by selecting symbols that represent the laws from a group of three or more	<ul style="list-style-type: none"> Student work sample of law symbols that the student selected attached to a worksheet about governmental laws
SAT11107	The student will identify the importance of classroom rules by matching a picture or photograph of an appropriate behavior to its purpose.	<ul style="list-style-type: none"> Student work product that contains a set of matched rules and icons of appropriate behaviors with its purpose
SAT11108	The student will recognize one purpose of government. (e.g., education, military, safety, etc.)	<ul style="list-style-type: none"> Student work product containing information that shows one purpose of government
SAT11109	The student will recognize the right to vote by participating in a voting activity in a classroom election. (e.g., field trip, party, lunch period activity, etc.)	<ul style="list-style-type: none"> Video tape of the student demonstrating a citizen's right to vote by participating in a classroom voting activity
SAT11207	The student will identify two reasons why people create governments using a graphic organizer (list, etc.) or story webs.	<ul style="list-style-type: none"> Student work product that contains a list of reasons why people create governments
SAT11208	The student will answer "Wh-" questions to identify who is eligible to vote during a reading response activity.	<ul style="list-style-type: none"> Video tape or audio tape of the student answering "Wh-" questions regarding voter eligibility
SAT11209	The student will identify freedom of speech and freedom of religion as two rights guaranteed by the Bill of Rights.	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when identifying teacher described actions that are or are not guaranteed by the right to free speech and the right to freedom of religion
SAT11210	The student will identify the development of the United States Constitution by using a simple timeline.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student working with a color coded or matching timeline of Constitution pictures on a classroom wall chart
SAT11211	The student will identify the executive, legislative, and judicial branches of government	<ul style="list-style-type: none"> Student work product of a graphic organizer with cut and pasted text and symbols representing the three branches of government

SAT11212	The student will identify the purposes of the judicial branch by creating a list that describes three purposes of courts of law. (e.g., to settle disputes, to determine guilt or innocence of the accused, etc.)	<ul style="list-style-type: none"> • Student work product of a graphic organizer displaying three purposes of courts of law
SAT11213	The student will explore his/her rights as citizens by creating a list of citizen rights and presenting them to the class.	<ul style="list-style-type: none"> • Audio tape of the student listing citizen rights to the class
SAT11301	The student will explain why people created governments by answering specific questions after reading or listening to a chapter about the reasons why the Founding Fathers created a new government.	<ul style="list-style-type: none"> • Student work product about reasons why the Founding Fathers created a new government
SAT11302	The student will write or create a paragraph using a graphic organizer to explain why voting is an essential part of a democracy.	<ul style="list-style-type: none"> • Student work product that contains a paragraph that explains the importance of voting to a democracy
SAT11303	The student will compare the responsibilities of the New York State government with the responsibilities of the United States government using different resources (e.g., civics book, the Internet, an encyclopedia, etc.). (e.g., Protection: state responsibilities-police protection and fire fighting to federal responsibilities-FBI agency and national guard)	<ul style="list-style-type: none"> • Student work product that contains a list or graphic organizer that compares the New York State and federal government responsibilities
SAT11304	The student will compare the responsibilities of the executive, legislative, and judicial branches of government by creating a chart with the checks and balances.	<ul style="list-style-type: none"> • Sequenced, captioned, dated photographs of the student creating a checks and balances chart that compares the responsibilities of the three branches of government
SAT11305	The student will explain the importance of the Bill of Rights by developing a list that describes how the Bill of Rights protects individual citizen rights using various resources (e.g., civics book, the Internet, an encyclopedia, etc.).	<ul style="list-style-type: none"> • Student work product that contains a list or graphic organizer that describes how the Bill of Rights guarantees individual citizen rights
SAT11307	The student will explain how to secure his/her rights as a citizen by role playing different situations that show how citizens can secure their rights.	<ul style="list-style-type: none"> • Video tape of the student demonstrating the different role playing situations about how citizens can secure their rights

Required Component 1—Standard: 1-US and NY History
Choice Component 2— Unit 7(B)-World in Uncertain Times: 1980-Present

Social Studies Core Curriculum	Content Understandings	Essence of Content Understandings
Pg. 154-155	<p>VI. APPROACHING THE NEXT CENTURY 1986 – 1999</p> <p>B. The Clinton Presidency</p> <ol style="list-style-type: none"> 1. Domestic issues <ol style="list-style-type: none"> a. Social concerns <ol style="list-style-type: none"> (1) Health care (2) Education (3) Welfare reform (4) Stability of the Social Security system b. Economic concerns <ol style="list-style-type: none"> (1) Role of technologies (2) Impact of the baby boom generation (3) Balanced budget amendment (debate) (4) Market trends: The bull market of the 1990s c. Political concerns <ol style="list-style-type: none"> (1) Senate Whitewater investigations (2) Gun control (3) Campaign finance reform (debate) d. Impeachment and acquittal 2. Foreign policy issues <ol style="list-style-type: none"> a. United States—Middle East relations: Israeli—PLO agreement (Rabin—Arafat) b. United States in the global economy <ol style="list-style-type: none"> (1) NAFTA (2) GATT (3) Economic aid to Russia (4) United States trade with China, Japan, and Latin America c. Intervention in Somalia, Haiti, Bosnia, and Yugoslavia d. United States—Russian relations; 1990 to the present e. United States—European relations: European Union (EU), NATO 	<ul style="list-style-type: none"> • Understand the role of the United States president as the nation’s highest elected leader • Recognize examples of social, political, economic, and international issues with which presidents can become involved • Recognize different circumstances under which presidents become involved with these social, political, economic and international issues • Identify important issues associated with recent presidents • Understand the role of presidential administration’s involvement with key issues/challenges <p>Please note: the content understandings that are covered and assessed in this section of the core curriculum is on all recent and current presidencies (1986-present), not just the Clinton Presidency.</p>

AGLIs		HS
High School – Social Studies		
Required Component 1—Standard: 1-US and NY History		
Choice Component 2— Unit 7(B)-World in Uncertain Times: 1980-Present		
ALTERNATE GRADE LEVEL INDICATORS (AGLIs)		
POSSIBLE ENTRY POINTS for US and NY History-Unit 7(B)		
Less Complex		More Complex
<p>The student will:</p> <ul style="list-style-type: none"> • identify the leader of a class or school (14101) • recognize the United States, Canada, and/or Mexico on a map or globe (14102) • recognize a current event (14105) • utilize media to become aware of current events related to domestic issues (14104) 	<p>The student will:</p> <ul style="list-style-type: none"> • explain how a person becomes president of the United States (14201) • identify the president of the United States (14202) • identify at least two duties of the president of the United States (14206) • construct a simple timeline of United States presidents (14207) • recognize a foreign issue for the United States (14205) 	<p>The student will:</p> <ul style="list-style-type: none"> • explain the duties of the United States president (14306) • identify an example of a domestic and a foreign issue with which a president might become involved (14307) • explain domestic and/or foreign issues (14308) • investigate how presidential administrations have addressed domestic and/or foreign issues (14309) • identify the outcome of a significant domestic and/or foreign issues in which presidential administrations have become involved (14310)

Please note: The content understandings that are covered and assessed in this section of the core curriculum are on all recent and current presidencies (1986-present), not just the Clinton Presidency.

SATs
High School – Social Studies

HS**Required Component 1**—Standard: 1-US and NY History**Choice Component 2**— Unit 7(B)-World in Uncertain Times: 1980-Present**SAMPLE ASSESSMENT TASKS (SATs)**

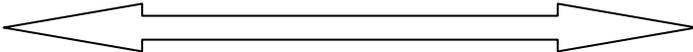
Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT14101A	The student will identify the leader of the classroom by selecting the teacher’s photo from several other pictures when asked “who is the leader of the class?”	<ul style="list-style-type: none"> Student work product that contains leader pictures that the student circled leader of the class picture
SAT14101B	The student will identify the leader of the classroom by selecting the teacher’s picture from several other pictures.	<ul style="list-style-type: none"> Video tape of the student identifying the leader of the classroom from a set of pictures
SAT14102	The student will recognize the United States on a map or globe during social studies time.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student recognizing the United States using a map or globe by placing a marker on the United States
SAT14105	The student will recognize the photograph of a current event when given two photographs. (e.g., snowstorm, sports event, etc., in a newspaper, magazine, or other media)	<ul style="list-style-type: none"> Video tape of the student selecting or indicating the one that depicts a current event
SAT14104	The student will use newspapers, the Internet, magazines, etc., to become aware of current events related to social issues and answer simple “wh-“ questions about the even chosen. (e.g., disability rights, hurricane relief, health care, etc.)	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when locating a current event and answering questions about it
SAT14201	The student will explain how a person becomes president by creating a list of steps necessary to become an elected president of the United States.	<ul style="list-style-type: none"> Student work product that contains a sequenced list of the steps necessary to become president of the United States
SAT14202	The student will identify the president of the United States by selecting the appropriate photo from an array of photographs.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student identifying the president of the United States by circling, pointing, or verbally identifying the appropriate photograph

SAT14206	The student will identify two duties that are only the responsibility of the president of the United States given a checklist with five duties of government officials.	<ul style="list-style-type: none"> • Student work product of the checklist with selected or marked appropriate presidential duties
SAT14207	The student will develop a timeline of recent United States presidents: 1986 – present.	<ul style="list-style-type: none"> • Video tape of the student creating or placing pictures on a timeline showing the years of office for recent United States presidents from 1986- present on the classroom wall chart
SAT14205	<p>The student will recognize a foreign issue of the United States focusing around environmental issues when given a set of choices.</p> <p>(e.g., global warming, ocean pollution, air pollution, etc.)</p>	<ul style="list-style-type: none"> • Student work product that contains student-identified appropriate environmental issues that affect the United States
SAT14306	The student will explain the duties of the president of the United States.	<ul style="list-style-type: none"> • Student work product of a created checklist or a T chart that explains the duties of the president of the United States
SAT14307	The student will identify a domestic issue and a foreign issue with which a United States president from 1986 – present has become involved by matching the two issues with the appropriate president.	<ul style="list-style-type: none"> • Video tape of the student matching the domestic and foreign issues with the appropriate president
SAT14308	<p>The student will explain a United States domestic issue and how it affects them using a cluster web.</p> <p>(e.g., domestic issues: health care reform, education, unemployment, energy, etc.)</p>	<ul style="list-style-type: none"> • Student work product that contains a cluster web explaining a United States domestic issue
SAT14309	The student will read an article about a United States domestic and/or foreign issue that describes presidential involvement and answer questions about it.	<ul style="list-style-type: none"> • Audio tape of the student answering comprehension questions about how presidential administrations have addressed domestic and/or foreign issues
SAT14310	The student will identify the outcome of a domestic and/or foreign issue in which a United States presidential administration became involved from 1986-present.	<ul style="list-style-type: none"> • Student work product that contains a description of the outcome of a domestic and/or foreign issue in which a United States presidential administration became involved from 1986-present

Required Component 2—Standard: 2-World History
Choice Component 1— Unit 5-Age of Revolution

Social Studies Core Curriculum	Content Understandings	Essence of Content Understandings
Pg. 108-109	<p>G. Economic and social revolutions</p> <ol style="list-style-type: none"> 1. Human and physical geography 2. Agrarian revolution 3. The British Industrial Revolution <ol style="list-style-type: none"> a. Capitalism and a market economy b. Factory system c. Shift from mercantilism to laissez-faire economics—Adam Smith, <i>The Wealth of Nations</i> d. Changes in social classes e. Changing roles of men, women, and children f. Urbanization g. Responses to industrialization <ol style="list-style-type: none"> 1) Utopian reform — Robert Owen 2) Legislative reform 3) Role of unions 4) Karl Marx and Friedrich Engel and command economies 5) Sadler Report and reform legislation 6) Parliamentary reforms— expansion of suffrage 7) Writers (Dickens and Zola) 8) Global migrations (19th century) 9) Writings of Thomas Malthus (<i>Essay on the Principles of Population</i>) 3. Mass starvation in Ireland (1845-1850) <ol style="list-style-type: none"> a. Growth of Irish nationalism b. Global migration 	<ul style="list-style-type: none"> • Explain why the vast majority of people were directly involved with agriculture until the 1700s • Explore how advances in science, technology, and industry made farming easier and more productive • Discuss the effects of the Industrial Revolution: people moved from farms to cities, new jobs were created, and family life changed greatly • Summarize how society benefited as a result of the Industrial Revolution • Illustrate how society changed positively and negatively as a result of the Industrial Revolution

AGLIs		HS
High School – Social Studies		
Required Component 2—Standard: 2-World History		
Choice Component 1— Unit 5-Age of Revolution		
ALTERNATE GRADE LEVEL INDICATORS (AGLIs)		
POSSIBLE ENTRY POINTS for World History-Unit 5		
Less Complex		More Complex
<p>The student will:</p> <ul style="list-style-type: none"> • recognize Great Britain on a map or globe (21107) • recognize work done on farms (21108) • recognize work done in cities and/or factories (21109) • distinguish between products that are produced on farms and in factories (21104) • identify one reason the growth of factories led to the growth of cities (21110) • explore the life of people during the Industrial Revolution (21111) 	<p>The student will:</p> <ul style="list-style-type: none"> • identify the natural resources found in Great Britain that helped cause the Industrial Revolution (21205) • identify differences between work done on farms and work done in cities (21206) • explain why the Industrial Revolution led to the rapid growth of cities (21207) • explore what life was like for men, women, and children living in cities during the Industrial Revolution (21208) • identify reason(s) that governments began to pass laws to protect and help workers (21209) 	<p>The student will:</p> <ul style="list-style-type: none"> • discuss why the ready supply of land, labor, and capital helped make Great Britain the birthplace of the Industrial Revolution (21305) • explore why the Industrial Revolution caused cities to grow and how their growth benefited and/or hurt society (21306) • explore what life was like for factory workers and their families living in cities during the Industrial Revolution (21307) • discuss the reform movements that began as a result of the Industrial Revolution (21304)

SATs
High School – Social Studies

HS**Required Component 2—Standard: 2-World History****Choice Component 1— Unit 5-Age of Revolution****SAMPLE ASSESSMENT TASKS (SATs)**

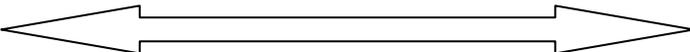
Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT21107	The student will use a map or globe to locate Great Britain.	<ul style="list-style-type: none"> Video tape of the student locating Great Britain by pointing or by using eye gaze to locate it on a map or globe
SAT21108A	<p>The student will recognize work done on farms by drawing a picture or selecting pictures or objects that show work on farms.</p> <p>(e.g., harvesting crops, driving a tractor, herding animals, etc.)</p>	<ul style="list-style-type: none"> Student work product that contains drawn or selected pictures of people working on farms
SAT21108B	The student will recognize the work done on a farm by touching the picture that illustrates work on the farm from pictures of a farmer working on a farm and a teacher working in the classroom.	<ul style="list-style-type: none"> Video tape of the student indicating the farmer from the choices
SAT21109	The student will recognize people working in cities or factories by selecting two related photographs from a set of five photographs.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student selecting two photographs of people working in cities or factories from a set of photographs
SAT21104	The student will sort pictures of products produced on farms and in factories into the appropriate category.	<ul style="list-style-type: none"> Student work product that contains sorted farm and factory product pictures or photographs into appropriate categories
SAT21110	<p>The student will identify a picture that relates to how the growth of factories led to the growth of cities.</p> <p>(e.g., factory workers' tenements, railroads, highways, etc.)</p>	<ul style="list-style-type: none"> Video tape of the student selecting the picture that shows how the growth of factories led to the growth of cities
SAT21111	<p>The student will explore the life of people during the Industrial Revolution by creating a collage of pictures showing life during those times.</p> <p>(e.g., living in tenements, working in factories, styles of dress, means of transportation, etc.)</p>	<ul style="list-style-type: none"> Student work product that contains a collage of pictures all related to life during the Industrial Revolution
SAT21205	The student will identify coal, iron ore, and water (rivers and harbors) as the natural resources found in Great Britain that helped cause the Industrial Revolution.	<ul style="list-style-type: none"> Student work product with labels on a map of Great Britain showing the locations of the natural resources that helped cause the Industrial Revolution

SAT21206	The student will identify differences between work done on farms and work done in cities by listing differences on a T-Chart.	<ul style="list-style-type: none"> • Student work product of a produced T-Chart listing differences between work done on farms and work done in cities
SAT21207	The student will explain why the Industrial Revolution led to the rapid growth of cities by indicating three “whys” from a set of choices. (e.g., factory jobs, mechanization of agriculture, need for workers to live near their jobs, etc.)	<ul style="list-style-type: none"> • Sequenced, captioned, dated photographs of the student identifying why the Industrial Revolution spurred the growth of cities
SAT21208	The student will select the pictures that depict what life was like for men, women, and children during the Industrial Revolution when given an array of pictures about life in cities (past and present).	<ul style="list-style-type: none"> • Video tape of the student looking at the various pictures and selecting those that relate to life during the Industrial Revolution for men, women, and children
SAT21209	The student will identify reasons that governments began to pass laws about factory work by indicating three reasons why workers faced unsafe conditions when employed in factories during the Industrial Revolution. (e.g., poor ventilation, long hours, dangerous machinery, poor wages, etc.)	<ul style="list-style-type: none"> • Data Collection Sheet recording student performance when identifying three examples that represented unsafe factory working conditions during the Industrial Revolution
SAT21305	The student will give one reason that land, labor and capital helped make Great Britain the birthplace of the Industrial Revolution.	<ul style="list-style-type: none"> • Video tape or audio tape of the student stating, indicating or signing one reason that each factor helped make Great Britain the birthplace of the Industrial Revolution
SAT21306	The student will explore an example of a technological advance from the late 18 th or 19 th century and will explain how it caused cities to grow and the benefit the advancement provided to society. (e.g., internal combustion engine, railroads, electricity, etc.)	<ul style="list-style-type: none"> • Student work product that contains a description of a technological advance that indicates how it caused cities to grow and its benefit to society
SAT21307	The student will explore what life was like using a graphic organizer to organize information about lifestyle and living condition of factory workers and their families during the Industrial Revolution.	<ul style="list-style-type: none"> • Student work product that contains a graphic organizer with information about what life was like for factory workers and their families living in cities during the Industrial Revolution
SAT21304	The student will read and discuss information pertaining to reform movements that began as a result of the Industrial Revolution. (e.g., child labor laws, length of work day, factory safety laws, improved sanitation in cities, etc.)	<ul style="list-style-type: none"> • Video tape or audio tape of the student answering questions posed by the teacher about reform movements that began as a result of the Industrial Revolution

**GLIs and Essences
High School – Social Studies**
HS**Required Component 2—Standard: 2-World History****Choice Component 2— Unit 8-Global Connections and Interactions**

Social Studies Core Curriculum	Content Understandings	Essence of Content Understandings
Pg. 118-119	<p>A. Social and political patterns and change</p> <ol style="list-style-type: none"> 1. Human and physical geography 2. Population pressures and poverty (China, India, Africa, and Latin America) <ol style="list-style-type: none"> a. One-child policy—China b. Family planning—India c. Mother Theresa d. Cycles of poverty and disease 3. Migration <ol style="list-style-type: none"> a. Urbanization b. Global migration <p>*Suggested case studies: Turkish, Italian, and Russian immigration to Germany, North African immigration to France, Latin American and Asian immigration to the United States, and Hutu and Tutsis immigration</p> <ol style="list-style-type: none"> 4. Modernization/tradition—finding a balance <ol style="list-style-type: none"> a. Japan b. Middle East (Saudi Arabia, Egypt, Afghanistan, and Algeria) c. African d. Latin America 5. Scientific and technological advances <ol style="list-style-type: none"> a. Treatment of infectious diseases b. Improved standard of living 6. Urbanization—use and distribution of scarce resources (Africa, India, Latin America) 7. Status of women and children <ol style="list-style-type: none"> a. Economic issues, e.g., child labor b. Social issues, e.g., abuse and access to education c. Political issues, e.g., participation in the political process 8. Ethnic and religious tensions: an analysis of multiple perspectives <ol style="list-style-type: none"> a. Northern Ireland b. Balkans: Serbs, Croats, and Muslims c. Sikhs and Tamils d. Indonesian Christians e. China—Tibet f. Indonesia—East Timor 	<ul style="list-style-type: none"> • Identify the location of continents • Locate countries in Asia, Africa, and Latin America • Explore world population trends (where the trends occur, problems, etc) • Identify industrialized and developing nations • Discuss how ways of life differ among industrialized and developing nations • Recognize efforts to improve standards of living in 21st century developing and overpopulated nations • Understand the political, social, and economic causes of migration within and between selected nations

AGLIs		HS
High School – Social Studies		
Required Component 2—Standard: 2-World History		
Choice Component 2— Unit 8-Global Connections and Interactions		
ALTERNATE GRADE LEVEL INDICATORS (AGLIs)		
POSSIBLE ENTRY POINTS for World History-Unit 8		
Less Complex		More Complex
<p>The student will:</p> <ul style="list-style-type: none"> • locate one country other than the United States on a map (22106) • recognize photographs or pictures that depict rural life in regions outside the United States, e.g., an African village, a Chinese farm, etc. (22107) • recognize that some countries are overpopulated (22103) • identify one issue related to migration (22108) • explore the lifestyles of people living in foreign countries, e.g., Mexico, Russia, China (22109) 	<p>The student will:</p> <ul style="list-style-type: none"> • locate two continents or countries other than North America and the United States on a map or globe (22207) • differentiate between continents and/or countries (22208) • identify the locations of cities outside the United States on a map or globe (22209) • determine the populations of two or more major cities in and/or outside of the United States (22210) • identify problems created by migrations (22205) • examine how ways of life differ in rural and urban areas in a country other than the United States. (22211) 	<p>The student will:</p> <ul style="list-style-type: none"> • explain the differences between a developing and a developed country (22305) • identify a developed country and/or a developing country (22302) • explore how migration may create economic, social, and political problems between countries (22306) • investigate how developing countries are using advances in science and technology to address problems created by overpopulation (22307)

Required Component 2—Standard: 2-World History
Choice Component 2— Unit 8-Global Connections and Interactions
SAMPLE ASSESSMENT TASKS (SATs)

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT22106	The student will touch the United States and locate another country on a map or a globe.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student locating the United States and a country other than the United States on a worksheet
SAT22107	The student will recognize three pictures that depict rural life outside the United States.	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when selecting the photographs or pictures that depict rural life outside the United States
SAT22103	<p>The student will recognize that some countries are overpopulated by attending to a story or pictures or photographs about life in that country.</p> <p>(e.g., India, Bangladesh, etc.)</p>	<ul style="list-style-type: none"> Video tape of the student attending to a story, pictures or photographs about life in an overpopulated country
SAT22108	<p>The student will identify one issue related to migration by indicating the sentence that answers the question.</p> <p>(e.g., why the migration occurred, where the migration occurred, challenges faced by the people who migrated, etc.).</p>	<ul style="list-style-type: none"> Student work product that contains selected sentences that answer a specific question posed about migration related issues
SAT22109	The student will explore lifestyles in a foreign country by tasting foods, looking at different clothing styles (photographs or actual examples) and indicating their favorite of each.	<ul style="list-style-type: none"> Student work product indicating favorite foreign foods and foreign clothing styles during cultures month
SAT22207	The student will show where North America is located on a map or a globe and will locate two other continents.	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when locating North America and two continents other than North America
SAT22208	The student will differentiate between continents and countries on a map or globe by labeling them according.	<ul style="list-style-type: none"> Student work product of a map with a country labeled with the country sticker and a continent with a continent sticker

SAT22209	The student will identify the United States on a map or a globe and will locate three major world cities outside the United States.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student placing a miniature model or picture of the Eiffel Tower on the picture of Paris, a miniature model or picture of Big Ben clock on the picture of London, and a picture of the Olympic rings on the picture of Beijing
SAT22210	The student will determine the populations of three major cities, two of which are located outside the United States using an atlas, encyclopedia, the Internet, or other resource.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student using a resource to determine the populations of three major world cities
SAT22205	The student will identify problems created by migration to a specific country. (e.g., urban poverty, religious/ethnic conflict, other forms of discrimination, etc.)	<ul style="list-style-type: none"> Student work product of pasted sentence strips that identify problems created by migration to a specific country
SAT22211	The student will examine differences in lifestyles related to a given topic in foreign rural and urban areas. (e.g., topics: types of jobs, housing, clothing, schools, etc.)	<ul style="list-style-type: none"> Student work product of lists, graphic organizers or collages, that indicate lifestyle differences in types of jobs rural and urban areas of China
SAT22305	The student will sort the differences into a T-Chart graphic organizer when given descriptors about developing and developed countries.	<ul style="list-style-type: none"> Student work product the shows countries sorted into the appropriate categories based on the description of the country (developing or developed)
SAT22302	The student will identify a developing and a developed country and locate it on world map or globe.	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when indicating a developing and developed country and locating each on a world map or globe
SAT22306	The student will research social, economic, and political problems between countries created by migration and write or create a paragraph about the problems. (e.g., Mexicans to the United States, Arabs to France, etc.)	<ul style="list-style-type: none"> Student work product that contains a paragraph about economic, social, and political problems between countries created by migration
SAT22307	The student will create a report indicating how developing nations are using advances in science and technology to address problems created by overpopulation. (e.g., Green Revolution in Asia and Africa, water desalination projects, plant genetic engineering, etc.)	<ul style="list-style-type: none"> Student work product of a created report about how developing nations are using advances in science and technology to address problems created by overpopulation